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ABSTRACT

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study in home and institutional services. Instructional topics are provided in nine areas: orientation to home and institutional services, cleaning supplies and equipment, cleaning surfaces, cleaning clothes and linens, cleaning and using kitchen appliances, preparing food, caring for people, employee awareness, and miscellaneous tasks. Each topic follows a typical format including the following sections: concept, performance objective, generalization, competencies, suggested learning activities, and criterion-referenced measure. Appended material includes a description of the cooperative education program, the vocational youth organization (HERO), community occupational advisory comittees, and a bibliography. (LRA)

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VOCATIONAL HOME ECONOMICS CURRICULUM GUIDE FOR OCCUPATIONAL HOME AND INSTITUTIONAL SERVICES

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FOREWORD

This curriculum guide was developed through a contract with the Virginia Department of Education, Division of Vocational Education, Program Services, Home Economics Education Service. The guide has been designed to give assistance to the vocational home economics teacher in providing a training program to prepare high school students for entering employment in home and institutional services occupations. Home economics occupational programs provide training in technical skills and attitudes for delivery of home-related services needed by society.

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study sequence of concepts, generalizations, performance objectives, suggested learning activities, and criterion-referenced measures. The "Performance Objectives" listed for each concept specify student performance to be demonstrated upon completion of instruction. The "competencies" listed for each course outline topic refer to skills, behaviors, attitudes, and knowledge that the graduates of the training program would be able to utilize on the job. The assumption is that students will be able to demonstrate the listed competencies in an actual job setting is they can achieve satisfactorily the instructional objectives on the basis of criterion-referenced evaluation.

Whenever possible, listed occupational competencies have been derived from Vocational-Technical Education Consortium of States (V-TECS) Catalog task analyzes. Performance guides, checklists, and evaluation forms applicable to the Occupational Home and Institutional Services Curriculum Guide may be found in the V-TECS Catalog entitled General House Worker.

INTRODUCTION

Education in occupational home and institutional services offers many opportunities for employment for those who complete the program. In order to take advantage of employment opportunities, students in these programs must have the best training available. This curriculum guide was designed to help improve the quality of instruction in Home Economics Occupational Home and Institutional Services classrooms throughout the Commonwealth. It relies heavily on the competency-based task analyses and subsequent publication, General House Worker, by the Vocational-Technical Education Consortium of States (V-TECS).

In a true sense of the word, a competency is an attitude, behavior, knowledge, or skill which a person possesses. Working involves interactions with people and more than the ability to perform. Therefore, the competencies listed in this guide reflect the broad definition of the term. Evaluation of the achievement of the competencies is most often based upon evaluation, analysis, and synthesis in real situations.

In addition, the learning activities suggested are meant to be neither definitive nor exhaustive. They are merely suggestions. No specific reading assignments are made. It is up to the discretion of the instructor to identify appropriate reading assignments according to resources available, and needs and interests of the students in the program. However, a bibliography of references and resources is provided at the end of the guide.

The three most important factors to remember when planning learning activities for the various units within this curriculum guide are:

1. Plan activities which are sequenced for concept development.
2. Plan activities to which the students can relate their needs and interests.
3. Plan activities which involve the students, giving them responsibility for their own learning where possible.

Due to the variety of career options within the area of occupational home and institutional services, students should be introduced to several careers, then encouraged to pursue one in depth for later employment. Many of the competencies which they develop in their pursuit will be transferable from one job to another because of the nature of home and institutional services occupations. This part of the program can be individualized to the needs and interests of the students.

Finally, the establishment of a Cooperative Program and a HERO Chapter are highly recommended. Information pertaining to these two areas can be found in Appendices A and B. In addition, federally funded vocational programs are required by law to have an advisory committee. The procedure for establishing such a committee is outlined in Appendix C.

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ORIENTATION TO
HOME AND INSTITUTIONAL SERVICES

Concept: Job Availability

Performance Objective: Given a list of careers related to home and institutional services, choose and explain two and state three reasons why each of these may have personal appeal for employment. This activity will be evaluated according to knowledge of job responsibilities and personal job competencies.

Generalization: Job selection is dependent upon availability of jobs and personal qualifications.

Competencies:

1. Identify factors involved in job satisfaction.
2. List personal characteristics appropriate for positions in home and institutional services occupations.
3. List jobs available in home and institutional services.
4. Match employee competencies with job descriptions.

Suggested Learning Activities:

1. Research and discuss factors which influence job satisfaction.
2. Listen to a personnel manager discuss interpersonal relations on the job.
3. Brainstorm and list personal qualities that influence job satisfaction. Discuss each quality and develop a checklist of appropriate attitudes for job success.
4. Listen to a vocational counselor give a presentation on personal characteristics of employees that employers most often seek. Discuss.
5. Using the classified section of the newspaper, make a bulletin board of jobs available in home and institutional services.
6. Invite a person from the Employment Commission, a person from a private employment agency, and a person from Social Services to participate on a panel to discuss "Employment Opportunities in Home and Institutional Services."
7. Research and report on each of the following jobs in home and institutional services:
    A. Executive and Supervising Housekeeper
    B. Homemaker/Home Health Aide
    C. Hotel/Motel Housekeeping Aide
    D. Hospital/Nursing Home Housekeeping Aide
    E. Day Care Housekeeping Aide
    F. Custodian
    G. Homemaker's Assistant
    H. Residential Maid
    I. Home Helper for Senior Citizens
8. In small groups, make checklists of employee competencies needed for specific jobs within home and institutional services.

Criterion-Referenced Measure: Give each student a list of careers related to home and institutional services occupations. Instruct the students to choose and explain two, and state three reasons why each of these occupations have personal appeal for employment. Evaluate student response according to knowledge of job responsibilities and employee competencies.

CLEANING SUPPLIES AND EQUIPMENT

Concept: Cleaning Supplies

Performance Objective: Given a list of cleaning supplies, state in writing the purpose of each. The response will be evaluated according to the instructor's master list.

Generalizations: Proper use of cleaning supplies promotes safety, efficiency and effectiveness.

Competencies:

1. Identify cleaning supplies by name.
2. State use(s) of cleaning supplies.
3. Properly use cleaning supplies following safe procedures.

Suggested Learning Activities:

1. Make a display of and discuss, the following cleaning supplies:
   - A. Abrasive cleaners
   - B. Air fresheners
   - C. Alkali cleaners
   - D. Caustic cleaners
   - E. Disinfectants
   - F. Floor seals
   - G. Furniture polish
   - H. Metal polishers
   - I. Rug shampoo
   - J. Soaps
   - K. Soluent cleaners
   - L. Synthetic detergents
   - M. Water softeners
   - N. Waxes and finishes
2. Read and discuss information on cleaning supplies and their use.
3. Read labels on two different brands of the same cleaning substance. Discuss why it is important to follow container directions.
4. Visit a local grocery and/or hardware store and list the various brand names of cleaning supplies in similar substances. Discuss in class the cost variation.
5. Listen to a representative from a cleaning supply firm discuss commercial and industrial cleaning supplies. What is their equivalent for home use? Why are they "special"?
6. Choose a specific cleaning product and report on its use to the class.
7. Develop class posters for cleaning supply safety. Discuss.

Criterion-Referenced Measure: Give each student a list of cleaning supplies. Instruct the students to state in writing the purpose of each item. Evaluate their responses according to the instructor developed master list.

Concept: Equipment and Tools

Performance Objective: Given a list of commonly used tools and equipment within homes and institutions, identify the purpose and use of each.

Generalizations: Returns from an investment in equipment depends upon its appropriateness for the purpose(s) to be achieved, the skill and frequency with which it is used, the efficiency of its operation, and the utilization of its special features.

Competencies

1. Identify equipment by name.
2. State use(s) of equipment.
3. Properly operate/use equipment following safe procedures.

Suggested Learning Activities:

1. Make a display of the following cleaning equipment:
   - A. Brooms
   - B. Brushes
   - C. Carpet sweeper
   - D. Carts
   - E. Cleaning cloths
   - F. Dishwasher
   - G. Dryer
   - H. Dust cloths
   - I. Dust mop
   - J. Dust pan
   - K. Floor cleaning machine
   - L. Floor Polishing machine
   - M. Garbage disposal
   - N. Ladder
   - O. Mop buckets and wringers
   - P. Pails
   - Q. Service sink
   - R. Sponges
   - S. Squeegee
   - T. Trash containers
   - U. Vacuum attachments
   - V. Vacuum cleaners
   - W. Wall washing machine
   - X. Washing machine
   - Y. Wet mop
2. Brainstorm use(s) of each item of equipment.
3. Read and discuss information on "cleaning equipment-its use and care".
4. Prepare charts and/or posters of safety tips to follow when using equipment which could be hazardous (i.e. ladder).
5. Visit equipment suppliers and observe demonstrations of cleaning equipment. Obtain brochures for reference on different types of equipment.
6. Make a step-by-step plan for instructing a new employee in the use and care of a specific piece of equipment.
7. Complete a teacher developed crossword puzzle or word search on use and care of equipment.

Criterion-Referenced Measure: Give each student a list of commonly used cleaning tools and equipment within homes and institutions. Instruct the students to state in writing the purpose and use of each. Evaluate responses according to a master list.

Concept: Supply Carts and Carriers

Performance Objective: Given a supply cart or carrier and necessary equipment and supplies stock, use, and care for the cart or carrier. Performance of this activity will be evaluated according to the criteria on the instructor's checklist.

Generalization: An orderly, well stocked supply cart can increase efficiency by saving time and energy.

Competencies:

1. Explain the use of waste carts, equipment carts, and utility carts.
2. List advantages of using carts and carriers.
3. Stock carts or carriers.

Suggested Learning Activities:

1. Invite someone from the cleaning staff of a hospital, the school, and a hotel/motel to class to discuss how, and why they use carts and carriers. How do the three institutions differ and why?
2. Analyze case studies of one day of a person's responsibilities employed in a home and institutional services occupation. Discuss and record how the use of a cart or carrier would help them to perform their tasks.
3. Keep a record of the number of times you return to an area to get equipment and supplies to perform a specific task. What trips could have been eliminated by using a cart or carrier? Discuss.
4. Visit an institution where supply carts and carriers are used. List placement of items. Discuss in class.
5. Develop checklist for evaluating the supplies on a cart or carrier for a specific task.

Criterion-Referenced Measure: Assign each student a supply cart or carrier and a specific task. Instruct the students to stock the cart or carrier with equipment and supplies appropriate to the task. Evaluate student performance according to the criteria on a checklist for the task assigned. Rotate the tasks and evaluate student performance on each.

CLEANING SURFACES

Concept: Fabric/Leather/Vinyl Surfaces

Performance Objective: Given a fabric/leather/vinyl surface and necessary equipment and supplies, clean the surface according to the criteria on the instructor-developed checklist.

Generalizations: Fabric, leather, and vinyl surfaces require special cleaning supplies and techniques to prevent staining, discoloration, and drying out.

Competencies:

1. Identify fabric/leather/vinyl surfaces found in homes and institutions.
2. Identify equipment and supplies needed to clean fabric/leather/vinyl surfaces.
3. Match appropriate cleaning method with surface to be cleaned.
4. Read and follow manufacturer's directions for using cleaning supplies for fabric, leather, and vinyl surfaces.
5. Read and follow manufacturer's directions for cleaning fabric, leather, and vinyl surfaces.
6. Use appropriate vacuum cleaning attachments to dust fabric surfaces.
7. Remove spots from fabric surfaces.
8. Clean the following surfaces:
    A. Leather furniture
    B. Vinyl furniture
    C. Draperies
    D. Curtains
    E. Shades
    F. Upholstered furniture

Suggested Learning Activities:

1. Visit local hotels/motels/restaurants and list all fabric, leather, or vinyl surfaces that are present.
2. Brainstorm and list the types of fabrics, leather, and vinyl surfaces found in a home.
3. Visit a grocery/hardware/cleaning supply establishment. Identify and list types of cleaning supplies available for fabrics, vinyl and leather surfaces.
4. Set-up a display or make a bulletin board of equipment needed to clean fabric, vinyl, and leather surfaces in homes and institutions.
5. View demonstrations of proper cleaning methods for fabric, vinyl, and leather surfaces.
6. Read manufacturer's directions for using supplies and equipment appropriate for cleaning fabric, vinyl, and leather surfaces. Discuss all new terminology and the importance of following directions.
7. Make a step-by-step chart of the proper method for each surface to be cleaned.
8. Discuss "life" of surface to proper care of fabric, vinyl, and leather.
9. Read and follow manufacturer's directions for vacuuming fabric, vinyl, and leather surfaces.
10. Make charts of spot and stain removal from fabric, vinyl, and leather furnishings.

Criterion-Referenced Measure: Assign each student a fabric, leather, or vinyl surface and give them access to the necessary equipment and supplies. Instruct the students to clean the surface following correct procedures for removing spots, stains, and soil. Evaluate the students' performance according to the checklist of criteria for the assigned task. Rotate the tasks so that students will have the opportunity to develop competencies in cleaning all fabric, leather, and vinyl surfaces.

Concept: Floors and Floor Coverings

Performance Objective: Given access to floors and necessary equipment and supplies clean the floor according to the criteria on the instructor-developed checklist.

Generalization: Floors and floor coverings require special methods of cleaning to prevent heavy soil buildup and maintain original surface.

Competencies:

1. Identify types of floor surfaces found in homes and institutions.
2. Identify equipment used to clean floor surfaces.
3. Identify supplies needed to clean floor surfaces.
4. Match cleaning supplies to floor surface.
5. Read and follow manufacturer's directions for using floor surface cleaning equipment.
6. Read and follow manufacturer's directions for using floor surface cleaning supplies.
7. Clean the following floor surfaces:
    A. Finished wooden floors
    B. Rugs and carpets
    C. Vinyl floor coverings
    D. Asbestos floor coverings
    E. Ceramic floor coverings

Suggested Learning Activities:

1. Brainstorm and list all types of floor surfaces and coverings found in homes and institutions.
2. Visit a floor covering store and collect samples of floor coverings used in homes and institutions and booklets or recommended care. Construct a bulletin board.
3. Discuss the importance of floor care.
4. Research and report on durability and care for the following surfaces: wood; vinyl; linoleum; asphalt tile; ceramic tile; marble; slate; and natural, and synthetic carpeting.
5. Observe demonstrations on dust-mopping, damp-mopping, scrubbing, and vacuuming floor surfaces.
6. Construct charts on step-by-step procedures for floor care.
7. Display and discuss equipment and supplies needed for floor care.
8. Research and report on spot and stain removal for various floor surfaces.
9. Listen to a presentation of a commercial rug and/or carpet cleaner on the correct procedures for cleaning rugs and/or carpets. Identify the differences and/or similarities between "wet" and "dry" shampooing and the uses of each.
10. Discuss in class the reasons for polishing and/or buffing floor surfaces.
11. Identify through research the types of floor surface waxes and polishes available. What are their differences and/or similarities? How would each be used?
12. Invite the school custodian to class to demonstrate the correct use of floor polishing and/or waxing equipment and supplies.

Criterion-Referenced Measure: Assign each student a floor surface and give them the necessary equipment and supplies. Instruct the student's to clean the floor surface following correct procedure for type of surface. Evaluate the students' performance according to criteria on a checklist for the assigned task. Rotate the tasks so that students have an opportunity to perform each one.

Concept: Glass and Porcelainized Surfaces

Performance Objective: Given a glass or porcelainized surface and necessary equipment and supplies, clean the surface. This activity will be evaluated according to the criteria on the instructor's checklist.

Generalization: Glass and porcelainized surfaces require cleaning methods that will prevent cracking, streaking, and scratching.

Competencies:

1. Identify the types of glass and porcelainized surfaces found in a home and institution.
2. Identify the equipment needed for cleaning glass and porcelainized surfaces.
3. Match glass and porcelainized surfaces with appropriate cleaning supplies.
4. Read and follow manufacturer's directions for using cleaning supplies for glass and porcelainized surfaces.
5. Read and follow manufacturer's directions for cleaning glass and porcelainized surfaces.
6. Clean the following glass and porcelainized surfaces:
    A. Glass panes (window, door)
    B. Light fixtures
    C. Marble surfaces
    D. Mirrors
    E. Porcelain
    F. Textured glass

Suggested Learning Activities:

1. View interior design magazines and identify all glass and porcelainized surfaces that might be found in a home or institution. Construct a bulletin board of pictures.
2. Set-up a display of equipment and supplies needed for cleaning glass and porcelainized surfaces. Discuss the use of each item.
3. Listen to a professional window cleaner discuss proper methods and industrial techniques of window cleaning.
4. Research and report on procedures for cleaning glass, light fixtures, marble surfaces, mirrors, porcelain surfaces, and textured glass.
5. Discuss the need for keeping light fixtures clean and in working order in homes and institutions.
6. Discuss safety precautions needed for changing light bulbs. Make a checklist to follow when changing light bulbs.

Criterion-Referenced Measure: Assign each student a glass or porcelainized surface and give them the necessary equipment and supplies. Instruct the student's to clean the surface and evaluate their performance according to a checklist of criteria for the task assign. Rotate assignments so that students are evaluated on each type of surface.

Concept: Metal Surfaces

Performance Objective: Given a metal surface and necessary equipment and supplies, clean the surface. This activity will be evaluated according to the criteria on the instructor's checklist.

Generalization: The type of metal surface influences the choice of cleaning methods and supplies.

Competencies:

1. Identify the types of metal surfaces found in a home and institution.
2. Identify the equipment needed for cleaning metal surfaces.
3. Match metal surfaces with appropriate cleaning supplies.
4. Read and follow manufacturer's directions for using cleaning supplies for metal surfaces.
5. Read and follow manufacturer's directions for cleaning metal surfaces.
6. Clean the following metal surfaces:
    A. Chrome
    B. Stainless steel
    C. Metal blinds
    D. Silverware (flatware)

Suggested Learning Activities:

1. Visit institutions such as hotels/motels, restaurants, nursing homes in the community and list all metal surfaces found.
2. Brainstorm and list metal surfaces found in homes.
3. Display cleaning supplies and equipment needed for cleaning metal surfaces.
4. Research and report on supplies and equipment needed for cleaning metal surfaces such as chrome, stainless steel, venetian blinds, flatware, and aluminum.
5. Visit hardware/grocery store and list cleaning agents designed for use on metal surfaces.
6. Practice reading and following manufacturer's directions for using metal surface cleaning agents. Discuss why this is important.
7. Develop checklist for cleaning metal surfaces. Practice.

Criterion-Referenced Measure: Assign each student a metal surface and give them access to necessary cleaning equipment and supplies. Instruct the students to clean the surface and evaluate their performance according to the criteria on the instructor-student development checklist for the assigned task. Rotate the tasks so that each student has the opportunity to perform each task. Evaluate completion of tasks.

Concept: Plastic Surfaces

Performance Objective: Given a plastic surface and the necessary equipment and supplies clean the surface according to the criteria on the instructor-developed checklist.

Generalization: Plastic surfaces require special procedures to remove spots and stains and prevent scratching.

Competencies:

1. Identify plastic surfaces found in homes and institutions.
2. Identify equipment needed to clean plastic surfaces.
3. Identify supplies needed to clean plastic surfaces.
4. Match appropriate method of cleaning with specific types of plastic surfaces.
5. Read and follow manufacturer's directions for using cleaning supplies for plastic surfaces.
6. Read and follow manufacturer's directions for cleaning plastic surfaces.
7. Remove spots and stains from plastic surfaces.
8. Clean the following plastic surfaces:
    A. Counter tops
    B. Wall surfaces
    C. Plastic Furnishings

Suggested Learning Activities:

1. View interior design magazines. Construct a bulletin board of plastic surfaces that might be found in homes and institutions.
2. Make a field trip to a furnishings store/department. Identify all furnishings having a plastic surface.
3. Research and discuss recommended procedures for cleaning plastic surfaces.
4. Identify in grocery/hardware stores cleaning agents for plastic surfaces.
5. View demonstrations on cleaning plastic surfaces such as countertops, walls, and furnishings. Develop a checklist of procedures for each.
6. Discuss spot and stain removal from plastic surfaces and the ill-advised use of substances containing acetone (such as nail polish remover) on plastic surfaces.
7. Brainstorm and make checklist for cleaning plastic surfaces. Practice.

Criterion-Referenced Measure: Assign each student a plastic surface and give them access to necessary equipment and supplies. Instruct the students to clean the surface and evaluate their performance according to the criteria on the instructor-student developed checklist for the task. Rotate tasks and evaluate a student's performance on each.

Concept: Wall Surfaces

Performance Objective: Given access to a wall surface and necessary equipment and supplies, clean the surface according to the criteria on the instructor's checklist.

Generalization: Wall surfaces require special methods to remove soil, dust, and greasy film without marring or destroying the original finish.

Competencies:

1. Identify wall surfaces found in homes and institutions.
2. Identify equipment needed to clean wall surfaces.
3. Identify supplies needed to clean wall surfaces.
4. List steps for cleaning wall surfaces.
5. Match appropriate cleaning supplies with wall surface.
6. Read and follow manufacturer's directions for using cleaning supplies for wall surfaces.
7. Read and follow manufacturer's directions for cleaning wall surfaces.
8. Clean the following wall surfaces.
    A. Painted walls
    B. Paneled walls
    C. Wall coverings
    D. Ceramic walls

Suggested Learning Activities:

1. Brainstorm and list the types of wall surfaces included in homes and institutions.
2. Discuss importance of cleaning wall surfaces for purpose of sanitation and appearance.
3. Identify permanent wall surfaces "attachments" such as switch-plates/outlets, ceiling, window, door, and door moldings. Discuss the importance of cleaning each of these areas.
4. Make a display of equipment and supplies needed for cleaning wall surfaces. Discuss each item.
5. Compile a handbook of cleaning procedures for various types of walls i.e. papered, panelled, painted, etc.
6. Match equipment and supplies to various wall surfaces and practice cleaning each.
7. Develop checklist for evaluating wall surface cleanliness.

Criterion-Referenced Measure: Assign surface cleanliness wall surface and give them necessary equipment and supplies. Instruct the students to clean the surface and evaluate their performance according to the criteria on an instructor-student developed checklist for the task. Rotate the tasks and evaluate the students' performance on each.

Concept: Wooden Surfaces

Performance Objective: Given a wooden surface and necessary equipment and supplies, clean the surface. This activity will be evaluated according to the criteria on the instructor's checklist.

Generalization: The type of wooden surface influences the choice of cleaning method and supplies.

Competencies:

1. Identify the types of wooden surfaces found in a home and institution.
2. Identify the equipment needed for cleaning wooden surfaces.
3. Match wooden surfaces with appropriate cleaning supplies.
4. Read and follow manufacturer's directions for using cleaning supplies and equipment for wooden surfaces.
5. Read and follow manufacturer's directions for cleaning wooden surfaces.
6. Clean the following wooden surfaces:
   A. Varnished woodwork
   B. Wooden walls
   C. Painted furniture
   D. Polished furniture
   E. Painted and unpainted woodwork
   F. Waxed woodwork

Suggested Learning Activities:

1. Visit a home furnishings department/store. List the types of wooden surfaces found there for use in the home.
2. Visit an office/institutional furnishings supply company identify types of wooden surfaces found there.
3. Brainstorm and list types of wooden surfaces found in homes and institutions.
4. Read and identify equipment and supplies needed for cleaning wooden surfaces.
5. Make a display of cleaning agents designed for wooden surfaces. Discuss each.
6. Practice reading and explaining manufacturer's directions for using wooden surfaces cleaning equipment and supplies.
7. View demonstrations of the cleaning of wooden surface. Prepare a chart of the type of surface, the care required, the cleaning agent, and special precautions. Develop checklists for evaluating cleaned wooden surfaces and practice cleaning them.

Criterion-Referenced Measure: Assign each student a wooden surface and give them the necessary equipment and supplies. Instruct the students to clean the surface and evaluate their performance according to the criteria on the instructor-student developed checklist. Rotate tasks and evaluate student performance on each type of surface.

CLEANING CLOTHES AND LINENS

Concept: Laundering Clothes

Performance Objective: Given a bundle of clothing and necessary equipment and supplies, sort and launder clothing so that colors are maintained, spots removed, and shrinkage is prevented.

Generalization: The type of care needed by a garment will be determine by the nature of the textile, construction, and ornamentation.

Competencies:

1. Identify clothing which can be safely laundered.
2. State laundering procedures for various textiles.
3. List equipment and supplies needed to launder clothing.
4. Sort clothing for laundering.
5. Remove spots and stains.
6. Perform simple mending.
7. Presoak laundry.
8. Wash laundry (hand and machine).
9. Hang dry clothing.
10. Machine dry clothing.
11. Starch clothing.
12. Iron clothing.

Suggested Learning Activities:

1. Collect fabric samples and identify fiber content. Prepare a bulletin board of fabric samples and care labels that are appropriate for the fabric. Discuss the purpose of care labels.
2. Prepare a chart of where care labels are commonly found in garments. Look in garments and identify care labels. Discuss what is stated on them.
3. Brainstorm and prepare a list of equipment and supplies needed to launder clothing. Discuss use and care of each item.
4. On a field trip to the grocery store, list laundry aids available. Discuss in class.
5. Read manufacturer's directions for washers and dryers. Discuss features of machines. State and practice procedures for cleaning lint filters.
6. Research and develop a spot and stain removal chart to be kept in the laundry area. Practice stain removal from various types of fabrics.
7. Develop a checklist for identifying garments repairs which should be made before laundering. Make repairs.
8. View a demonstration of laundry sorting. Note why specific items are placed together. Practice sorting laundry.
9. Discuss why certain garments are handwashed. Develop a step-by-step procedure for hand-washing garments.
10. Make a list of articles that require special laundering procedures. Research and report on recommended methods.
11. Read and prepare a list of "rules" for hang drying garments.
12. View a demonstration of washer and dryer use. Practice.
13. Discuss methods of starching garments. Why are certain garments starched? How is starching done?
14. Read and practice correct procedures for ironing garments.
15. Visit a commercial laundry. Discuss similarities and differences in home and commercial laundering.
16. Develop a checklist to evaluate cleaned laundry.

Criterion-Referenced Measure: Give each student a bundle of clothing and necessary equipment and supplies. Instruct the students to mend, sort, spot treat, launder, dry, and iron the garments. Evaluate the students according to the criteria on the instructor-student checklist.

Concept: Linens

Performance Objective: Given bed, bath, and table linens and necessary equipment and supplies, clean the linens according to the criteria on the instructor's checklist.

Generalization: Properly cleaned and maintained linens last longer and have a fresh appearance and odor.

Competencies:

1. Identify linens found in homes and institutions.
2. State equipment and supplies needed to clean and maintain linens.
3. Air out blankets, pillows, and mattresses.
4. Change bed linens.
5. Wash bed and bath linens.
6. Make beds.
7. Change table linens.
8. Remove spots from linens.
9. Wash table linens.
10. Press linens.
11. Store linens.

Suggested Learning Activities:

1. Brainstorm and list types of linens found in homes and institutions.
2. Listen to a commercial laundry operator discuss commercial methods of laundering linen.
3. Identify equipment and supplies needed to clean and maintain linen in the home. Discuss use of each and compare to commercial laundry equipment and supplies.
4. View a demonstration of the procedure for airing-out blankets, pillows, and mattresses. Discuss why they are "aired."
5. Read a teacher prepared worksheet on the "once-around" method of bedmaking. In pairs of students, practice the "once-around" method. As one student makes the bed the other student should record how much time it takes. Compare the time for this method to the conventional method of bedmaking.
6. Collect charts on spot and stain removal. Identify stated stains which are common to bed, bath, and table linens. Practice removing these stains from linens.
7. Discuss the difference between pressing and ironing. Practice each technique.
8. Observe pressing/ironing techniques at commercial laundrys. Compare to home method.
9. Research and report on proper techniques for pressing linens. Develop a chart on linen pressing procedures. Discuss energy conservation techniques to be used while pressing/ironing.
10. Look through interior design magazines. Identify pictures of bed, bath, and table linen storage areas. Construct a bulletin board and discuss techniques for proper linen storage.
11. Fold linens in various ways. Evaluate for ease of storage, neatness, and efficiency of use. Practice folding linen properly.
12. Visit an institution and observe the techniques used for linen storage in the linen room. Discuss the purposes served by the linen room and cleaning procedures used for the linen room.
13. Visit a hospital. What special precautions do they take with their soiled linens?
14. Discuss reasons for having a linen inventory in commercial establishments. Take a linen inventory in the classroom.
15. Develop, in small groups, checklists for evaluating laundered bed, bath, and table linen.

Criterion-Referenced Measure: Give each student a bundle of linens and necessary equipment and supplies. Instruct the students to sort the bundle, remove spots and stains, wash, and properly fold and store linens. Evaluate the students' preformance according to the criteria on the instructor-student developed checklists for each step.

CLEANING AND USING KITCHEN APPLIANCES

Concept: Range

Performance Objective: Given a residential range and necessary equipment and supplies, clean the range according to the criteria on the instructor's checklist.

Generalization: Properly maintaining ranges extends their operation period and helps to make them more energy efficient.

Competencies:

1. Identify types of ranges found in a home.
2. List cleaning supplies needed to clean ranges.
3. Clean removable parts of range.
4. Follow manufacturer's directions for cleaning range.
5. Follow manufacturer's directions for using oven cleaner.
6. Identify necessary safety precautions when cleaning ranges.

Suggested Learning Activities:

1. Visit several local appliance dealers and collect use and care manuals of several types of residential ranges.
2. Go to a grocery store/discount store and identify products which are desgined for range cleaning.
3. Discuss advantages of keeping a range clean.
4. View a demonstration of taking the range apart for cleaning. Practice taking apart and putting together a range.
5. Make a display of oven cleaning products. Discuss contents, safety precautions, amount, directions for use, and cost of each.
6. View a demonstration on oven cleaning and identify through discussion safety precautions which should be followed.
7. View a demonstration of burner cleaning and identify through discussion safety precautions which should be followed.
8. Brainstorm and develop a checklist to evaluate the cleanliness of a range. Discuss and revise.

Criterion-Referenced Measure: Assign each student a residential range and give them the necessary equipment and supplies for cleaning. Instruct the students to clean the range following correct safety precautions. Evaluate their performance according to the criteria on the instructor-student developed checklist.

Concept: Refrigerators/Freezers

Performance Objective: Given a refrigerator/freezer and necessary supplies, clean and defrost the refrigerator/freezer removing all ice, food spots, molds, stains, and odors and replacing removable parts and foods.

Generalization: Cleaning refrigerators/freezers helps to protect food from spoilage, promotes appliance life, and provides for efficient energy use.

Competencies:

1. Identify types of refrigerator/freezers found in the home.
2. Identify methods for cleaning and defrosting refrigerators/freezers.
3. List equipment and supplies needed for cleaning/defrosting refrigerators/freezers.
4. Follow manufacturer's directions for cleaning/defrosting refrigerators/freezers.
5. Use cleaning supplies correctly.
6. Clean/defrost refrigerators/freezers.

Suggested Learning Activities:

1. Visit an appliance store and identify various models of refrigerator/freezers. Collect copies of owner use and maintenance manuals.
2. Read manuals and discuss procedure for cleaning and defrosting refrigerators/freezers.
3. Display equipment and supplies needed for cleaning and defrosting refrigerators/freezers.
4. Discuss energy use of refrigerators and freezers and the role of cleanliness in regard to efficiency.
5. View demonstrations on cleaning and defrosting refrigerators and freezers. Discuss how cleanliness promotes food safety and appliance life. Develop a checklist to evaluate the cleanliness of a refrigerator/freezer. Discuss and revise.
6. Practice cleaning and defrosting refrigerators and freezers.

Criterion-Referenced Measure: Assign each student a refrigerator or freezer and give them the necessary supplies. Instruct the students to clean the refrigerator or defrost and clean the freezer removing all ice, food spots, molds, stains, and odors of each. Evaluate the students' performance according to the criteria on the instructor-student developed checklist. Each student should clean and defrost a refrigerator and freezer for evaluation.

Concept: Kitchen Utensils and Equipment

Performance Objective: Given a list of common kitchen utensils and equipment, state the purpose and function of each item. This response will be evaluated according to the instructor's master list of kitchen tools and equipment.

Generalization: Correct selection and use of kitchen equipment promotes efficiency and safety in the kitchen.

Competencies:

1. List equipment and tools found in kitchen.
2. State use and function of kitchen equipment and tools.
3. Properly use kitchen equipment and tools.

Suggested Learning Activities:

1. Make a display, with name cards, of small utensils used in food preparation. Discuss the use of each item.
2. Research and make a list of terms such as: beat, whip, stir, and blend. Define the terms and identify the correct kitchen utensil for performing the task. Discuss the use of alternative uses of utensils in the event that the specific utensil is unavailable, i.e. using two knives when a pastry blender is not available. Discuss the advantages and disadvantages of having a variety of kitchen utensils.
3. Brainstorm and list small appliances commonly found in kitchens. Visit a local hardware, appliance, or discount store. Expand the original list with the item name and its function. Discuss in class.
4. Listen to a presentation by a representative of the local electric company on "Energy Conservation and the Use of Small Appliances."
5. Collect owners' manuals on small electrical appliances. Read and discuss the directions for operating.
6. Make a chart of safety rules to follow when using small appliances.
7. Practice using kitchen equipment and utensils in food preparation.

Criterion-Referenced Measure: Give each student a list of common kitchen utensils and equipment. Instruct the students to state the purpose, function, and safety procedures of each. Evaluate the students' responses according to a master list for each item.

PREPARING FOOD

Concept: Grocery List

Performance Objective: Given menus and recipes, prepare a written grocery list which includes all foods that need to be purchased (not on hand) listed in amount needed and by categories according to the arrangement of foods in the grocery store.

Generalization: Performance of routine tasks according to a plan designed for repeated use facilitates planning, preparing, and serving food.

Competencies:

1. Read menus.
2. Interpret recipes.
3. List amounts of foods needed in recipes.
4. Compare foods needed with foods on hand.
5. List foods to be purchased according to arrangement of the foods in the grocery store.

Suggested Learning Activities:

1. Discuss advantages and disadvantages of having a grocery list.
2. Visit a supermarket and construct a chart on location of foods (by broad category, i.e. frozen) within the store. Discuss value of organizaing grocery list according to supermarket organizations.
3. Choose a week of menus from a cook book. Read the recipes for the menus. Discuss in class the various terminology used in the recipe. Review measurement abbreviations. Make a master list of all ingredients needed for each recipe. Add like ingredients together i.e. if one recipe calls for ½ c. sugar and another recipe ¼ c. of sugar the total amount for the two recipes would be 3/4 c.
4. Look through food storage areas and determine what foods are "on hand." Compare what is "on hand" to what is needed for the weeks menus.
5. Practice listing foods to be purchased at the grocery store in the most logical sequence for grocery shopping.

Criterion-Referenced Measure: Give each student a set of menus for a week, and recipes. Instruct the students to prepare a grocery list. The grocery list should be evaluated according to the accuracy of stating "foods needed" and amount, and the sequencing of foods according to grocery store layout.

Concept: Meal Service and Clean-Up

Performance Objective: Given necessary equipment and supplies, set the table, serve the meal, clear the table and wash dishes, tableware and cooking utensils according to the criteria on the instructor's checklist.

Generalization: The role of food as a socializer, as an aid to breaking down communication barriers, and as a symbol of hospitality and friendliness justifies an appropriate use of resources.

Competencies:

1. Identify various methods of serving food.
2. Discuss food service in relation to menu and number of people being served.
3. Identify items necessary for setting a table based upon specific menus.
4. Set a table.
5. List steps for clearing a table after the meal is completed.
6. Scrape, separate, and stack dishes.
7. Choose equipment and supplies needed for washing.
8. State process for handwashing dishes, flatware, and cooking utensils.
9. Hand wash dishes, flatware, and cooking utensils.
10. Dry dishes, flatware, and cooking utensils.
11. Machine wash dishes, flatware, and cooking utensils.
12. Store dishes, flatware, and cooking utensils.
13. Store cleaning supplies.

Suggested Learning Activities:

1. Read and discuss methods of food service. Prepare a bulletin board of various types of meal service.
2. In small groups and with menus for a week identify items necessary for setting each table. Discuss choice of items.
3. Using equipment in the laboratory, and in small groups, set each table for a specific menu. Discuss the functional use of each item and the aesthetic appearance of the table. Develop a checklist for evaluating table settings.
4. Discuss and practice proper techniques for serving, and passing dishes at mealtime.
5. Develop a chart of the steps for clearing the table after the meal is completed.
6. Read a handout on the basic steps of dishwashing. Practice handwashing dishes.
7. Read manufacturer's directions for using dish washers. Practice loading, operating, and unloading a dishwasher.
8. Discuss advantages and disadvantages of washing dishes by hand and by machine.
9. View pictures of storage areas for dishes, flatware, and cooking utensils. Discuss the pictures in terms of safety, convenience, and use. Practice organizing these storage areas in the laboratory.

Criterion-Referenced Measure: Assign each student responsibility for setting a table, serving a meal, clearing the table, washing the dishes, tableware, and cooking utensils, or storing the items. Evaluate student performance according to criteria on the instructor developed checklist for the task assigned. Rotate tasks so that each student is evaluated on each task.

Concept: Beverages

Performance Objective: Given a recipe and necessary equipment and supplies, prepare a beverage according to the criteria on the instructor's checklist.

Generalization: Beverages may be nutritive or non-nutritive and served before, during, or after meals.

Competencies:

1. List nutritive and non-nutritive beverages.
2. Identify equipment and supplies needed to prepare beverages.
3. Measure accurately.
4. Follow recipes.
5. Use a percolator.
6. Use a drip coffee pot.
7. Use an automatic coffee maker.
8. Prepare instant coffee.
9. Make fruit drinks.
10. Make tea.

Suggested Learning Activities:

1. Look through recipe books and identify recipes for beverages. List the name of the recipe, page number, and major ingredient. Discuss nutritive value of beverages.
2. Prepare a bulletin of fruit drinks, and milk drinks. Discuss types of meals with which these drinks would be most appropriate.
3. Research and report on the history of tea. Visit a local grocery store and list the various types (including flavored) of tea that can be found there. Discuss in class.
4. View a demonstration of tea-making using loose tea leaves, instant and tea bags. Taste and evaluate.
5. Research and report on the history of coffee. Visit a local grocery store and list the various types (including flavored) of coffee that can be found there. Discuss in class.
6. Read manufacturer's directions for using coffee makers. Discuss the similarities and differences between a percolater, drip, and automatic coffee pot.
7. View demonstrations of coffee making using a percolator, drip, and automatic pot, and instant. Taste and evaluate.
8. Practice making beverages.

Criterion-Referenced Measure: Give each student a beverage recipe and necessary supplies and equipment. Instruct the students to prepare the recipe. Evaluate the students' performance according to the criteria on an instructor developed checklist. Student's should be evaluated on each of the follwing types of beverages.

Concept: Baked Goods

Performance Objective: Given a recipe for a baked product and necessary equipment and supplies, prepare the recipe. This activity will be evaluated according to the criteria on the instructor's checklist.

Generalization: Directions for obtaining a product of given characteristics are reliable only when the nature of the original food or food mixture, and the effect of the physical and chemical processes to which it will be subjected, are considered.

Competencies:

1. Read recipes.
2. Identify equipment and supplies needed to prepare baked goods.
3. Follow recipes.
4. Measure accurately.
5. Prepare the following baked goods:
   A. Cake from scratch.
   B. Cake from commercial mix.
   C. Pie.
   D. Cookies.
   E. Quick breads - biscuit method.
   F. Quick breads - muffin method.
6. Store baked goods properly.

Suggested Learning Activities:

1. Prepare a bulletin board of baked goods.
2. Discuss types of nutritional and non-nutritional baked goods. Discuss the role of carbohydrates in the diet. Discuss the role of baked goods in the overall dietary plan.
3. Collect recipes of baked goods. What purpose does each ingredient serve? What are the similarities and differences in the recipes.
4. Make a display of utensils needed to make baked goods. Discuss the purpose and use of each.
5. Read recipes for measurement abbreviations. Make a chart of abbreviations and the terms they represent. Identify measuring utensils. Practice measuring.
6. Identify basic recipes for cakes, pies, cookies, and breads. Read and analyze the directions and practice preparing each. Develop checklists for evaluating the finished products.
7. Read and report on the various methods of storing baked goods. Prepare a notebook size chart of the finding.

Criterion-Referenced Measure: Give each student a recipe for a baked good and access to the necessary equipment and supplies. Instruct the students to prepare the recipe accurately following directions and measurements. Evaluate the students according to the criteria on the checklist for the product prepared. Rotate products and evaluate the students on the preparation of each.

Concept: Salads

Performance Objective: Given a recipe and necessary equipment and supplies, prepare a salad. The salad should be colorful, cold, with ingredients cut into bite-size and uniform pieces.

Generalization: Salads may be used as an appetizer, main dish, and accompaniment to meal, or dessert.

Competencies:

1. State uses of salads.
2. Assemble ingredients for salads.
3. Identify equipment needed to prepare salads.
4. Clean salad ingredients.
5. Define the following terms: pare; peel; garnish.
6. Prepare salads.

Suggested Learning Activities:

1. Brainstorm and list types of salads (appetizer, main dish, accompaniment to meal, dessert).
2. Look through recipe books and identify salads in each category of activity 1. List major ingredient of each salad and discuss nutritive value.
3. Look through food magazines and select pictures of salads. Make a bulletin board of salads and label each as an appetizer, main dish, accompaniment to meal, or dessert.
4. View salad pictures and list all possible utensils needed to prepare the salads. Read salad recipes and make a list of ingredients. Prepare a bulletin board which shows"ingredients + equipment = salad."
5. View demonstrations of cleaning and preparing salad ingredients. Discuss terms such as; pare, peel, dice, shred, etc. Prepare posters which show the definition of each term.
6. Discuss the use of a garnish on a salad, and define the term. Brainstorm and list possible salad garnishes. Discuss appropriateness of various garnishes to specific salads.
7. View demonstrations on making salads which can be used as an appetizer, main dish, accompaniment to meal, dessert. Develop a checklist for each type of salad.

Criterion-Referenced Measure: Give each student a recipe for a salad and necessary equipment and supplies. Instruct the students to identify the type of salad indicated by the recipe and to prepare the salad. Evaluate student performance using a checklist for the salad prepared. Rotate recipes so that each student has the opportunity to prepare and be evaluated on each type of salad.

Concept: Vegetable Preparation

Performance Objective: Given a vegetable and necessary equipment and supplies, prepare the vegetable according to the instructor's checklist.

Generalization: Proper vegetable preparation retains color, flavor, texture, and nutritional content.

Competencies:

1. Identify methods for preparing vegetables.
2. State forms in which vegetables may be obtained.
3. Match cooking procedures with vegetable forms.
4. Follow directions for cooking vegetables.
5. Cook canned vegetables.
6. Clean fresh vegetables.
7. Boil fresh vegetables.
8. Steam fresh vegetables.
9. Cook fresh vegetables in a pressure cooker.
10. Bake fresh vegetables.
11. Fry fresh vegetables.
12. Boil fresh vegetables.
13. Cook fresh and frozen vegetables according to the panning method.

Suggested Learning Activities:

1. Read a reference on the importance of vegetables in the diet. Discuss.
2. Prepare a poster of vegetables and their major nutrients.
3. View and discuss a vegetable cooking chart. Why are vegetables cooked quickly in small amounts of water?
4. Discuss the difference (nutritional, texture, color, taste) in fresh, frozen, and canned vegetables.
5. Brainstorm characteristics to look for when buying fresh vegetables.
6. Research and list various methods for cooking vegetables. Discuss techniques needed for each method.
7. View a demonstration on cleaning fresh vegetables. Practice.
8. Discuss the use of the pressure cooker for vegetable preparation. How are time and energy saved by using this utensil?
9. Collect recipes for vegetables. What method of cooking is used in each?
10. Develop a checklist for evaluating vegetables cooked by various methods. Practice cooking and evaluating vegetables.

Criterion-Referenced Measure: Give each student a vegetable, recipe and access to necessary equipment and supplies. Instruct the students to prepare the recipe. Evaluate the students' performance according to the criteria on the instructor-student developed checklist for the cooking method assigned. Rotate recipes and evaluate students' performance on each method of vegetable cookery.

Concept: Meat Preparation

Performance Objective: Given meat, recipe and necessary equipment and supplies cook the meat according to the recipe so that it is tender and juicy.

Generalization: The flavor, texture, nutritive value, and tenderness of meat is influenced by the cooking process.

Competencies:

1. Identify tender and less tender cuts of meat.
2. Match cooking method with cut of meat.
3. Follow a recipe.
4. Use a pressure cooker.
5. Define the following terms: roast; broil; panbroil; panfry; braise; boil; simmer; stew.
6. Prepare meat for cooking.
7. Roast meat.
8. Broil meat.
9. Panbroil meat.
10. Panfry meat.
11. Braise meat.
12. Cook meat in liquid (boil or simmer).
13. Stew meat.
14. Cook meat in a pressure cooker.

Suggested Learning Activities:

1. View charts and identify cuts of pork and beef. Discuss why certain cuts are more or less tender than others.
2. Discuss nutrients found in pork and beef and their function in the body. Prepare charts of pork nutrients and their function, and beef nutrients and their function.
3. Visit a grocery store and identify cost per pound of various cuts of pork and beef.
4. Collect meat recipes using different methods of meat cookery. Discuss each and define the terms roast; broil; panbroil; panfry; braise; boil; simmer; and stew. Develop a notebook size chart of each term explaining the process of each method.
5. Discuss the use of the pressure cooker for preparing meats. Develop a safety chart for using pressure cooker.
6. Develop a checklist for evaluating meats cooked using various methods.
7. Practice following recipes and preparing meats using various methods.

Criterion-Referenced Measure: Give each student a meat recipe and necessary supplies and equipment. Instruct the student to identify the cut of meat by the cooking method in the recipe and to prepare the meat. Evaluate the students' performance according to the criteria on the checklist for evaluating the finished product. Rotate recipes and evaluate the students ability to perform each meat cookery method.

Concept: Poultry Preparation

Performance Objective: Given poultry and necessary cooking supplies and equipment, cook the poultry according to the recipe so that it is flavorful, tender, and juicy.

Generalization: Poultry is a low calorie, high protein main dish which can be prepared in a variety of ways.

Competencies:

1. Identify methods of preparing poultry.
2. Identify types of poultry.
3. List equipment and supplies needed to cook poultry.
4. Clean poultry.
5. Cut up whole poultry.
6. Follow a recipe.
7. Use a pressure cooker.
8. Prepare poultry in the following ways:
    A. Broiled
    B. Roasted
    C. Fried
    D. Braised
    E. Stewed/boiled
    F. In a pressure cooker

Suggested Learning Activities:

1. Brainstorm and list different types of poultry which can be served in homes and institutions.
2. Discuss nutritive value of poultry. Compare price per pound with pork and beef and nutritive value of each. Make a chart for a notebook.
3. Collect recipes and discuss various ways of preparing poultry. Make step-by-step charts for each of the following methods of preparation: broiled; roasted; fried; braised; stewed/boiled; pressure cooked.
4. View demonstrations of cleaning, cutting-up, and cooking poultry using various methods.
5. Develop checklists for cleaned, cut-up, and cooked poultry. Discuss checklists and revise if necessary.
6. Practice preparing poultry.

Criterion-Referenced Measure: Give each student a poultry product, a recipe and necessary cooking equipment and supplies. Instruct the students to prepare the recipe so that the poultry is flavorful, tender, and juicy. Evaluate students' performance according to criteria on the appropriate checklist.

Concept: Seafood Preparation

Performance Objective: Given seafood, equipment, and supplies, cook the seafood according to the recipe. The cooked seafood should be moist and tender.

Generalization: Seafood is high in protein. Its flavor and texture are influenced by freshness and cooking method.

Competencies:

1. Identify general classifications of seafood.
2. List methods of cooking seafood.
3. State supplies and equipment needed to cook seafood.
4. Clean and/or shell seafood.
5. Cook seafood in the following ways:
    A. Broil
    B. Bake
    C. Fry
    D. Boil

Suggested Learning Activities:

1. Research and identify the two basic types of seafood. Brainstorm and list commonly known seafood in each category.
2. Discuss nutritive value of seafood. Visit a grocery store and list price per pound of different types of seafood. What varities are the most expensive? Why? In what forms might one purchase seafood?
3. Develop a chart for evaluating fresh seafood.
4. Collect recipes for seafood. Discuss type of preparation used. Define terms broil, bake, fry, boil.
5. Read and identify characteristics of properly cooked seafood. Develop a checklist to evaluate cooked seafood. Discuss and revise if necessary.
6. View demonstrations of techniques used to clean and/or shell seafood. Discuss and practice techniques.
7. Research and discuss ways in which seafood may be used other than as a main dish. Prepare a bulletin of ideas.
8. Practice preparing fish and evaluate each recipe according to the checklist developed in activity 5.

Criterion-Referenced Measure: Give each student a seafood, recipe, and necessary equipment and supplies. Instruct the students to prepare the seafood according to the recipe. Evaluate the students' performance according to the criteria on the instructor-student developed checklist.

CARING FOR PEOPLE

Concept: Child Care

Performance Objective: Given a child and an assigned activity, perform the task according to the criteria on the instructor's checklist.

Generalization: To the extent that an individual's developmental needs are met as they occur, he/she is free to move toward his/her full potential.

Competencies:

1. Identify needs of children at various developmental stages.
2. Discuss the development of food likes and dislikes.
3. List nutritional needs of children.
4. Feed children.
5. Discuss the development of fears in children.
6. Bathe children.
7. Understand the roles of children's play.
8. Supervise children at play.
9. List first aid procedures for minor cuts and scratches.
10. Administer first aid.

Suggested Learning Activities:

1. Review yellow pages, and newspaper ads and list the types of child care services available. Discuss the need for child care services.
2. Read and identify the unique needs of children of various ages. Discuss ways in which child care services might meet these needs.
3. Listen to a presentation of a representative from social services discuss the licensing of day care centers. Discuss why the regulations exist and the advantages and disadvantages of each. Develop a checklist to evaluate child care services.
4. Brainstorm and list characteristics of adults that would positively contribute to the growth and development of children.
5. Visit the home of a family day care provider and a private day care center. Compare advantages and disadvantages of each and report to class.
6. Research and discuss the development of self-concept in children. Indicate behaviors which children with poor self-concepts might posses. Discuss ways in which child care providers might enbrance a child's self-concept.
7. Review food needs of children age 0-12 yrs. of age. Discuss why nutritional needs changes.
8. Look through recipe books and identify recipes suitable for children. Discuss food preferences and identify ways in which food dislikes develop.
9. Listen to a panel of mothers discuss eating patterns of their children. Have them bring their children with them and prepare a lunch appropriate for the children.
10. Read and discuss formula preparation. Practice making formula following the directions exactly.
11. View a filmstrip, or film on the development of fears in children. Discuss. List fears which were developed when young and are still present.
12. Visit a children's hospital/ward and read to the children. Meet with a doctor or nurse and discuss fears related to illness and common childhood illnesses. Develop a checklist which would help one to identify a childhood illness.
13. Identify safety hazards in the environment of the child. Discuss ways in which an environment such as the home could be made more "child-safe". Identify procedures for administering first aid to cuts, scratches, and bruises which a child might incur. Collect and prepare in a shoe box items for first aid in case of minor accidents. Practice correct method of using a thermometer.
14. Visit a children's clothing department. Develop a checklist of clothing for children which is appropriate for their needs.
15. Discuss the value of play for children.
16. Research and report on types of play in which children engage. Brainstorm and list ways in which adults can promote development through play.
17. Discuss the importance of physical cleanliness in children. Identify proper procedure for bathing young children.
18. Discuss why children sometimes rebel against bedtime. Identify ways in which bedtime can be made to be more pleasant.
19. Discuss and define the terms punishment, discipline, and self-control.

20. Read and identify guidance techniques which can be effectively used with young children.
21. Prepare a "play day" for children in the community. Develop activities which would promote the growth and development of the children present.
22. Research and report on children with special needs. Identify categories, such as physically impaired, etc. and list special abilities needed by a child care provider.

Criterion-Referenced Measure: Assign each student a specific task to perform for a child. Instruct the students to perform the task. Evaluate the students' performance according to the criteria on an instructor developed checklist for the task. Rotate tasks so that students can perform and be evaluated on each. Because there is a possibility that children will not always be readily available to work with some tasks may be "performed" using hypothetical situations, i.e. a case study on a childhood illness/accident; the development of a menu "making food fun" and other suitable activities.

Concept: Caring for Elderly

Performance Objective: Given responsibility for caring for an elderly person, perform the task specified by the instructor to the criteria on the instructor's checklist.

Generalization: Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity.

Competencies:

1. Identify unique physical, social, psychological, and emotional needs of the elderly.
2. Develop a positive attitude towards aging.
3. Perform tasks which will assist the elderly in coping with their environment such as:
    A. Read to the elderly
    B. Shop for or assist the elderly to shop
    C. Prepare meals for the elderly
    D. Provide barrier-free environments for the elderly
    E. Encourage social activities for the elderly
    F. Help elderly with personal physical care activities

Suggested Learning Activities:

1. Research and report on the needs and goals of the elderly including income, health, food, housing, companionship, independence, and security.
2. Listen to a panel of retired persons discuss the changes in their life style now that they have retired.
3. Visit a nursing home. Speak with the elderly and find out about them personally. Ask them questions about their youth and what society was like, what "rules" governed the roles of men and women, what their aspirations were and are today. Share information with class.
4. Identify elderly persons through contacts with social services, family, and friends. Set up a service to perform tasks for the elderly.
5. Invite a public health nurse to class to discuss special physical needs of the elderly. Learn to check vital signs.
6. Discuss special dietary needs of the elderly. Plan menus that will meet these needs.
7. Prepare a special meal for elderly persons in the neighborhood. Invite them to visit with students in the home and institutional services class. Develop a program to tell them of the course of study and utilize special talents of students in the class room, such as singing or guitar playing, for entertainment. Invite the elderly to join in.
8. Look in yellow pages of telephone directory. Prepare a handbook of all agencies which offer services that could be used by the elderly. Distribute it to elderly in the community.
9. Research and discuss Social Security and Medicare. List the advantages and disadvantages of each service.
10. Read and discuss information on day care for the elderly. What is it? Is it useful?
11. Invite a representative from social services to class to discuss the legal implications applying to the care of the elderly.
12. Invite a lawyer to class to discuss laws pertaining to the elderly.
13. Research and report on common consumer frauds which the elderly often face.
14. In small groups brainstorm a list of environmental barriers which limit the mobility of the elderly or hinder their independence in the home. In the large class group develop guidelines for designing environments which help the elderly to remain independent.

Criterion-Referenced Measure: Assign each student a specific task to be performed for an elderly person. Instruct the students to perform the task. Evaluate the students' performance according to a checklist for the task by having the elderly person write or call and report on the student and having the student complete a report. Share all reports with the student in a conference.

Concept: Providing Care for Individuals with Special Needs

Performance Objective: Given a case study of an individual with a special need, identify the need and state three ways in which the care for that individual would differ from that for an individual having no special needs.

Generalizations: The sense of self grows gradually and continually as the individual participates in an ever-widening environment.

Competencies:

1. Understand the concept of special needs.
2. Develop attitudes conducive to working with individuals having special needs.
3. State special care requirements necessitated by various handicapping conditions.
4. Provide care for individuals with special needs.

Suggested Learning Activities:

1. Research and list physical, social, emotional, and psychological special needs of individuals at various stages in the life cycle. Discuss the impact of each on homemaking skills.
2. Visit a rehabilitation center and discuss with the director how they reteach homemaking skills to people who have had strokes or accidents.
3. Discuss the inter-relationship of independence and self-confidence.
4. Listen to a presentation by the school counselor on special needs and discuss the limitations persons with special needs have in daily living.
5. Listen to a presentation of a public health nurse on the role(s) of the homemaker's assistant with persons with special needs.
6. Visit a nursing home and discuss with the director the special needs of the people living there.
7. Replan the laboratory kitchen to make it suitable for a person in a wheelchair.
8. Visit a school for the blind, invite a blind homemaker to class or a teacher of the blind. What special needs do impaired homemakers have? What equipment is designed to assist them?

Criterion-Referenced Measure: Give each student a case study of an individual with a special need. Instruct the student to identify the need and state three ways in which the care for that individual would differ from that for an individual having no special needs.

Concept: Maintaining Health

Performance Objective: Given a case study, analyze the study and state four ways in which home and institutional employees might assist in preventing illnesses of individuals with whom they work. This activity will be evaluated according to the criteria on the instructor's checklist for the case study.

Generalization: Practicing preventive health care helps to alleviate major illnesses and the spread of disease.

Competencies:

1. Develop a positive attitude toward home nursing.
2. Recognize living habits that promote good health.
3. Understand the importance of proper waste disposal.
4. Identify foods essential to a well balanced diet.
5. State importance of keeping health records.
6. Discuss psychological aspects of illness.

Suggested Learning Activities:

1. Take the Red Cross course in home nursing, if possible.
2. Research and develop posters illustrating the fundamentals of home nursing.
3. Have a panel discussion on the importance of home nursing.
4. Brainstorm, list and discuss living habits which promote good health. Include such topics as:
   a. well-balanced diet
   b. posture
   c. rest, relaxation, exercise
   d. mental attitude
   e. immunization
   f. drugs and smoking
   g. altertness to safety hazards
   h. personal hygiene
   i. overindulgence
   j. pollution including air, noise, and garbage disposal
5. Listen to a doctor or public health nurse discuss living habits that promote good health.
6. Visit a hospital or nursing home. Identify sick room wastes which require special handling. Discuss in class.
7. Read and identify foods which help to establish a well-balanced diet. Make posters of the basic four foods groups.
8. Debate the advantages and disadvantages of having a well-balanced diet.
9. Brainstorm and list common immunizations. Discuss the importance of keeping a home health record. Make a list of information which should be included in a home health record. Complete copies of family health records.
10. Interview people who have had major or minor illnesses. Discuss their feelings while they were ill. Identify ways in which family, friends, and home and institutional employees could alleviate psychological problems associated with short and long-term illness.

Criterion-Referenced Measure: Give each student a case study pertaining to individual and family health maintenance. Instruct the students to analyze the case study and state in writing four ways in which home and institutional employees might assist in preventing illness of individuals with whom they work. Evaluate the students' response by comparing it to the criteria on the instructor developed checklist for that case study.

Concept: Recognizing Illness

Performance Objective: Given a list of common illnesses, describe the signs and symptoms for each illness and identify the steps which a home and institutional employee should take to confirm/report the illness. This activity will be evaluated according to the instructor's master list of common illnesses.

Generalization: Illness may be detected and identified through signs and symptoms.

Competencies:

1. Define the concept of signs and symptoms of illness.
2. Identify signs and symptoms of specific illnesses.
3. Inspect the throat for signs and symptoms of illness.
4. Take a thermometer reading of temperature.
5. Count a pulse rate.
6. Count respiration rate.
7. Read blood pressure.
8. Complete a patient's daily record.

Suggested Learning Activities:

1. Research and define common signs and symptoms of illness.
2. Make charts/posters of signs and symptoms for common illnesses.
3. Listen to a public health nurse or doctor give a presentation on detecting health irregularities. Discuss in class.
4. Make a list of equipment and supplies which can be used to detect and confirm illness.
5. View a demonstration on a throat inspection. Develop a checklist for the procedure. Practice performing throat inspections. Discuss their importance when detecting illness.
6. View a demonstration on temperature taking. Identify the various body temperatures (oral, anal, underarm) and the reason for taking each. Practice taking body temperatures. Discuss thermometer hygiene.
7. Research and identify body pulse points. View a demonstration of pulse taking. Discuss importance of pulse. Practice pulse taking.
8. Define respiration. Discuss the importance of measuring breathing rate. View a demonstration and practice.
9. Listen to the school nurse explain the importance of knowing blood pressure. View a demonstration of blood pressure taking and practice.
10. Collect samples of daily records which should be kept when someone is ill. Identify the importance of each piece of information and practice completing.

Criterion-Referenced Measure: Give each student a list of common illnesses. Instruct the students to describe in writing the signs and sysmptoms for each illness, and identify the steps which a home and institutional employee should take to confirm/report the illness. Evaluate the students' responses according to an instructor developed master list of common illnesses.

Concept: Positioning and Body Mechanics

Performance Objective: Given a case study of a bed-ridden patient, state the techniques used for body positioning and why it is important. This activity will be evaluated according to the criteria on the instructor developed checklist for the case study.

Generalization: Positioning and body mechanics help to prevent complications during illness.

Competencies:

1. Define the concepts of positioning, body mechanics, and rehabilitation.
2. Cite techniques for the care of a patient with a long term illness.
3. Explain the importance of posture and body mechanics in home nursing.
4. List procedures to follow when moving or helping a patient to move.

Suggested Learning Activities:

1. Research and define positioning, body mechanics, and rehabilitation as it relates to nursing care.
2. Listen to a presentation by a home health care aide on the importance and use of positioning, body mechanics, and rehabilitation of individuals experiencing a long-term illness.
3. View a demonstration on positioning patients to prevent physical deformities. Practice.
4. Draw a floor plan of a bedroom showing the most satisfactory arrangement for a patient's care. Discuss.
5. Identify, discuss, and make charts depicting good posture and body mechanics in moving patients.
6. View demonstrations on and practice each of the following:
   a. Helping a patient in and out of bed.
   b. Positioning a bed patient.
   c. Providing and placing back supports.
   d. Providing and placing a bed table, back rest, and foot support.
   e. Moving a bed-ridden patient.
7. Visit a rehabilitation center or listen to a presentation by a rehabilitation and the role of the lay person in providing such care.

Criterion-Referenced Measure: Give each student a case study of a bed-ridden patient. Instruct the students to state in writing the techniques appropriate for body positioning and why it is important to vary the position. Evaluate the students' responses according to an instructor developed checklist for the case study.

Concept: Personal Services for the Bed Patient

Performance Objective: Given a hypothetical situation of a bed-ridden individual, state and perform all services which would provide for the comfort of that individual. This activity will be evaluated according to the criteria on the instructor developed checklist for each service.

Generalization: Performing personal care services for bed-ridden individuals helps to relieve anxieties concerning the illness.

Competencies:

1. Identify personal services required by bed-ridden individuals.
2. Cite factors which influence the performance of personal care.
3. Perform personal care services for bed-ridden individuals.

Suggested Learning Activities:

1. Brainstorm and list personal care services that must be performed for bed-ridden patients.
2. Discuss the importance of giving personal care in ways which may alleviate patient anxieties.
3. Make a display of equipment and supplies needed for providing personal care for bed-ridden individuals. Discuss the use of each.
4. View demonstrations of providing personal care for each of the following:
   a. Using a bedpan and urinal.
   b. Performing bed baths.
   c. Back-rub.
   d. Mouth care including dentures.
   e. Hair care.
   f. Manicures and pedicures.
   g. Shaving.
   h. Providing clean bed linen.

Criterion-Referenced Measure: Assign each student a hypothetical situation and provide them with the necessary equipment and supplies. Instruct the students to perform a personal service for a bed-ridden individual. Evaluate the students' performance according to the criteria on a checklist for the assigned task. Rotate tasks among students so the performance of each may be evaluated.

Concept: Diets and Medication

Performance Objective: Given a case study on an ill individual, describe the necessary diet and state the appropriate procedure for administering medication. This activity will be evaluated according to the criteria on an instructor developed checklist for the case study.

Generalization: Proper diet and medication helps to promote recovery and prevent complications.

Competencies:

1. Describe special diets.
2. List ways in which interest in food might be stimulated.
3. Explain the importance of accurately administering medication.

Suggested Learning Activities:

1. Research and discuss soft, liquid, and light diets during illness.
2. Collect samples of soft, liquid, and light diets. Analyze the diets and state the reasons for following each of the three of them. Write other samples keeping in mind the need for color and variety.
3. Brainstorm and practice ways in which foods might be made to be appetite appealing for ill individual.
4. View a demonstration of feeding an ill individual. Practice feeding people unable to feed themselves.
5. Collect medication containers. Read and analyze the directions. Discuss why certain foods should or should not be eaten while on specific medications, and why some medications should or should not be taken on an empty stomach. Discuss proper storage facilities and disposal procedures for medication. View demonstrations of techniques for administering medication. Practice.

Criterion-Referenced Measure: Give each student a case study on an individual with a specific illness. State the necessary diet and medication requirements. Instruct the students to describe the diet and state appropriate procedures for administering the medication. Evaluate the students according to the criteria on an instructor developed checklist for the case study.

Concept: Basic First Aid

Performance Objective: Given a hypothetical situation of an individual requiring first aid, state the type of first aid appropriate and reasons why it was chosen. This activity will be evaluated according to the checklist on first aid procedures.

Generalization: First aid helps to prevent further complications until medical care can be obtained.

Competencies:

1. Identify first aid procedures for various situations.
2. State equipment and supplies needed to perform first aid.
3. Perform first aid procedures.

Suggested Learning Activities:

1. Brainstorm and list situations in which first aid might be appropriate. Discuss each.
2. Research and identify common procedures for administering first aid in cases such as the following:
   a. Shock
   b. Bleeding (external/internal)
   c. Stopped respiration
   d. Poisoning
   e. Broken bones
   f. Bruises
   g. Burns
   h. Head injuries
   i. Sprains
   j. Heart attack
   k. Epilepsy
   l. Stroke
   m. Fainting
   n. Infection
   o. Bites (snake, animal, insect)
   p. Overexposure to heat or sun
   q. Overexposure to cold-frostbite
   r. Drowning

   Report on each in class. Practice applicable first aid techniques.
3. Take a CPR course.
4. Invite a representative from the local fire department to class to discuss escaping from fires and fire prevention.
5. Listen to a representative from the local hospital/poison center discuss poison prevention.
6. Listen to a representative from the local power company discuss electrical safety.
7. Compile a list of swimming safety rules. Go to the local YMCA and practice procedures for saving a person who is drowning.

Criterion-Referenced Measure: Give each student a hypothetical situation in which a person requires first aid. Instruct the students to choose the type of first aid required and state the administration technique. Evaluate the students according to the criteria on the checklist for the assigned situation. Rotate the situations and evaluate the students' performance on each.

EMPLOYEE AWARENESS

Concept: Getting a Job

Performance Objective: Given a job description of an occupation in home and institutional services, prepare a resume, write a letter of application, complete a job application form and state what employment tests one would need to take.

Generalizations: There are many specific steps for getting a job and each has an important function in gaining employment.

Competencies:

1. Identify factors involved in conducting a job search.
2. Prepare a job resume.
3. Write letters of application.
4. Complete application forms.
5. Understand employment tests.
6. Recognize the importance of the job interview.

Suggested Learning Activities:

1. Prepare a bulletin board of the steps involved in conducting a job search.
2. Discuss importance of conducting an organized job search.
3. Define through discussion the term resume.
4. Collect and analyze resumes.
5. Develop personal resumes to be used in seeking employment in home and institutional services.
6. Practice writing letters of application.
7. Collect application forms for jobs in home and institutional services.
   Discuss the importance of completing them accurately.
   Discuss why each piece of information is asked. Practice completing various forms.
8. Invite a personnel manager to class to discuss employment tests. What are they? Why are they used? How important are they when hiring new employees? Include in discussion the following tests: interest; aptitude; information; and performance.
9. Collect and compare various types of employment tests.
10. Discuss the importance of the job interview.
11. Role-play interviews in class. What questions could the employer ask the prospective employee? What questions should the prospective employee ask the employer?
12. Write follow-up letters to interviews. Discuss their importance.

Criterion-Referenced Measure: Give each student a job description of an occupation in home and institutional services. Instruct the students to prepare resumes, write a letter of application, complete a job application, and state what employment tests one might need to take in order to be considered for the job. Evaluate each according to criteria on an instructor-developed checklist.

Concept: Preparation for the World of Work

Performance Objective: Given a list of jobs in home and institutional services occupations, choose a job, compile a resume, complete the application, and write two possible questions which might be asked in an interview. This activity will be evaluated according to the criteria on an instructor-developed checklist.

Generalization: Success when seeking employment is based upon many factors.

Competencies:

1. Practice good grooming habits.
2. Identify home and institutional services occupations in local area.
3. Complete a credential file.
4. Complete an employment application.
5. Describe the interview process.
6. Identify ways of accepting and rejecting employment.

Suggested Learning Activities:

1. Discuss the importance of good grooming.
2. Brainstorm factors related to being well groomed.
3. Look through magazines and catalogs and choose pictures of clothing appropriate for "on-the-job." Discuss and evaluate.
4. Research and list jobs related to home and institutional services in the local area.
5. Discuss qualifications for jobs listed in activity #4.
6. Discuss ways of finding jobs, i.e., newspapers, employment agencies, work-of-mouth, etc.
7. Listen to a presentation by a personnel manager of a hotel-motel, or hospital, on "Qualities I seek in My Employees."
8. Research and define "credential file" and "resume."
9. Listen to a presentation of the business education teacher or other resource person on the formats ofr a credential file and resume.
10. Collect and review application forms from local agencies which hire employees with skills in home and institutional services. Discuss items on forms and how to complete them.
11. Discuss interview questions. List possible questions you may ask or be asked.
12. Role play interviews for employment.
13. Discuss how one accepts or rejects an offer of employment.

Criterion-Referenced Measure: Give each student a list of jobs in home and institutional services occupations. Instruct the students to choose a job, compile a credential file including a resume, complete an application form, and write two possible questions which might be asked in an interview. Evaluate this activity according to criteria on an instructor-developed checklist.

Concept: Interpersonal Relationships

Performance Objective: Given a case study of employee/employer relations, analyze the study and state ways in which relations might be improved.

Generalization: The interpersonal skills which one possesses contribute to overall job satisfaction and success.

Competencies:

1. Describe desirable personal qualities to have for job success.
2. Identify factors which contribute to success in interpersonal job relations.
3. Develop skills in interpersonal relations.

Suggested Learning Activities:

1. Research and discuss the importance of job integrity.
2. Brainstorm and list desirable personal qualities for employability. Discuss each.
3. Read and discuss the concept of communication. Define verbal and non-verbal communication techniques. Using magazine pictures of people in various postures, with various facial expressions, discuss the "message."
4. Discuss and define the term "human relations." Why are good human relations important to job success?
5. Define the term attitude. What attitudes are important for job success? How are attitudes changed?
6. Construct a bulletin board entitled, "Job Success and Satisfaction is More Than You Think!"

Criterion-Referenced Measure: Give each student a case study describing employee-employee or employee-employer relations. Instruct the student to analyze the study for factors which would impact on job success and satisfaction and state ways in which relationships might be improved. Evaluate the students' response according to an instructor-developed checklist for each case study.

Concept: Government Laws/Regulations and Employment

Performance Objective: Given a list of laws and regulations pertaining to employment and a list of descriptions, match the law/regulation with the appropriate description.

Generalization: Laws and regulations pertaining to employment are designed to protect the employer and employee.

Competencies:

1. List government laws/regulations pertaining to employment.
2. Recognize need for laws/regulations pertaining to employment.
3. Understand the function of Workmen's Compensation and Social Security.
4. Obtain a work permit if necessary.
5. Obtain a Social Security number.

Suggested Learning Activities:

1. Listen to a presentation of a representative from the Employment Commission on "Government Rules/Regulations Pertaining to Employment."
2. Research and report on the following:
   a. Social Security
   b. Work Permits for Minors
   c. Workmen's Compensation
   d. Fair Labor Standards Act
   e. Equal Employment Opportunity
   f. Equal Pay Act
   g. Child Labor Law
3. Get Social Security card applications. Discuss and complete.
4. Get work permit applications. Discuss and complete.
5. Invite a representative from Workmen's Compensation to class. Discuss the development of Workmen's Compensation, who may collect, why, and how.
6. Prepare a bulletin board of laws/regulations pertaining to employment.

Criterion-Referenced Measure: Give each student a list of laws/regulations pertaining to employment and a list of descriptions. Instruct the student to match the description with the appropriate law/regulation.

Concept: Fringe Benefits

Performance Objectives: Given a list of fringe benefits, identify the purpose and function of each. State which fringe benefits one can reasonably expect with most jobs. This activity will be evaluated by the instructor.

Generalization: Fringe benefits add to the employee's income.

Competencies:

1. Define the term fringe benefit.
2. List fringe benefits that can be expected from a job.
3. Identify the contribution of fringe benefits to income.

Suggested Learning Activities:

1. Research, discuss, and define the term "fringe benefits."
2. Brainstorm and list fringe benefits offered by various employers.
3. Conduct a survey of companies in the area to find out what fringe benefits are offered. Discuss in class.
4. Discuss fringe benefits and stipulations (i.e. How many months of employment are required for medical coverage? What does and does not a fringe benefit cover?, etc.).
5. Discuss why a job may offer a few or no fringe benefits.
6. Construct a bulletin board of how fringe benefits add to individual or family income.
7. Debate "Fringe Benefits and Lower Salary vs. No Fringe Benefits and Higher Salary."

Criterion-Referenced Measure: Give each student a list of fringe benefits. Instruct the students to state the purpose and function of each and to identify and justify the ones which they would want when seeking employment.

Concept: Money Management

Performance Objective: Given a net income and expenses, develop a plan for money management and list five resources that increase the effectiveness of money management.

Generalization: The perception of available resources may enhance or limit the management potential of individuals and families.

Competencies:

1. List sources of money for individuals and families.
2. Define the term interest.
3. Identify personal values, standards, and goals that influence money management.
4. List ways in which sound money management may provide financial security.
5. Identify ways in which income may be extended through the use of other family resources.
6. Understand the use of credit in family financial planning.
7. Develop a plan for money management based upon personal values, standards, and goals.

Suggested Learning Activities:

1. Research and identify sources of money, i.e., salaries, wages, interest, gifts, allowance.
2. Discuss and define the term interest.
3. Survey local money institutions and identify interest rates for savings accounts and certificates. Discuss in class.
4. Define the terms values, standards, and goals.
5. Brainstorm and list values, standards, and goals related to money management.
6. Using the lists from activity #5, evaluate personal money management values, standards, and goals.
7. Listen to a banker give a presentation on money management and individual/family financial security. Discuss.
8. Discuss resource management as a way of extending individual/family income.
9. Collect examples of forms for individual/family financial planning from money institutions within the community. Discuss and complete forms.
10. Discuss and define the term budget. Identify various types of budgets.
11. Brainstorm and list credit sources.
12. Research and identify components of a credit rating by contacting the local credit bureau. Construct a bulletin board.
13. Interview attorneys, credit department managers, and loan agents to determine what happens when an individual cannot meet credit obligations. Discuss findings in class.
14. Collect and analyze credit applications.
15. Discuss how the use of credit might help to extend an individual's or family's purchasing power.
16. Discuss advantages and disadvantages of credit use.
17. Compare the cost of using credit (interest) with other forms of purchasing (bank loans, cash).

Criterion-Referenced Measure: Give each student a net income comparable to what they might expect as a beginning employee in a home and institutional services occupation, and realistic expenses which they might expect to incur. Instruct the students to develop a plan for money management, stating their values, standards, and goals which influence the plan and to list five resources which they possess that could increase the effectiveness of their money management.

Concept: Consumer Resources

Performance Objective: Given a list of consumer resources in the community, identify the function of each by developing a handbook. The handbook will be evaluated according to completeness and accuracy of information.

Generalizations: A responsible consumer utilizes the services offered by consumer agencies.

Competencies:

1. Identify agencies which offer consumer services.
2. Identify services of specific consumer agencies.
3. Recognize the need for consumer to utilize resources of consumer agencies.
4. Explain consumer agencies to others.

Suggested Learning Activities:

1. Discuss and define the term consumer.
2. Survey community and identify federal, state, local, and provide consumer board of services offered by consumer agencies.
3. Construct a bulletin board of services offered by consumer agencies.
4. Discuss how consumer agencies are advocates for consumers.
5. Listen to a presentation of a representative from a consumer agency. What services are offered? Who uses them? How effective are they? Why are they needed?

Criterion-Referenced Measure: Give each student a list of consumer agencies in the community. Instruct the students to develop a handbook of agencies, functions, addresses, and phone numbers which will advertise these services to others. Evaluate the handbooks according to completeness and accuracy of information.

Concept: Paycheck

Performance Objective: Given gross income, explain voluntary and mandatory deductions and arrive at net income.

Generalization: The extent to which goals are realistic is affected by the assessment of the resource potential.

Competencies:

1. Define gross and net income.
2. Identify voluntary and mandatory deductions.
3. Determine "take home pay."
4. Explain tax deductions.
5. Cite types of deductions which assist with future financial security.

Suggested Learning Activities:

1. View paycheck stubs and discuss the difference between gross income and net income.
2. Brainstorm and list types of deductions from gross income.
3. Divide deductions into voluntary and mandatory. Discuss.
4. Discuss why taxes are withheld from income and define the term exemption.
5. Listen to a guest speaker give a presentation on Social Security. Discuss.
6. Discuss the importance of present and future financial planning.
7. Plan a budget for net income.
8. Construct a bulletin board of payroll deductions.

Criterion-Referenced Measure: Give each student a hypothetical gross income and a list of mandatory and voluntary deductions. Instruct the students to calculate net pay using the list of deductions. They should state which deductions are mandatory and why they chose the voluntary deductions which they have listed. Net pay should be equal to gross pay minus all deductions.

Concept: Banking

Performance Objective: Given a checklist and a banking institution in the local area, collect information on the services offered by that institution including service fees which are charged. The response will be evaluated according to the information on the instructor's master list of banking institutions in the area.

Generalization: The availability and/or scarcity of banking services within a local area has an effect on decisions made by consumers.

Competencies:

1. Identify banking institutions.
2. Develop criteria for evaluating banking services.
3. State advantages and disadvantages of utilizing various banking services.

Suggested Learning Activities:

1. Listen to a presentation by a bank manager of common services which a banking institution may offer.
2. Brainstorm and list banking institutions in local area.
3. Develop a checklist for specific banking services.
4. Construct a bulletin board of banking services.
5. Discuss advantages and disadvantages of having a checking account.
6. Compare the use of personal checks with certified checks, cashier's checks, bank service cards, and credit cards.
7. Collect and compare applications for checking accounts from various institutions. Discuss terminology used and practice completing forms.
8. Identify types of personal checks available. Discuss ease of record keeping. Practice completing.
9. Discuss advantages and disadvantages of a safety deposit box. List items that might be kept in one.
10. Call or visit several banking institutions and find out how an individual secures a safety deposit box. Report to class.
11. Research and report to class types of savings accounts available in the local area. Compare interest on different types of accounts.
12. Evaluate advantages and disadvantages of having a savings account.
13. Collect and practice completing applications for savings accounts and deposit slips.
14. Explain and discuss the Truth-In-Lending Act.
15. Identify types of loans offered by lending institutions in the local area. Compare interest and service fee.
16. Invite a loan officer from a local bank to class to explain criteria for making a loan. Discuss.
17. Brainstorm and compile a checklist to evaluate banking services.

Criterion-Referenced Measure: Give each student a checklist and assign them to visit a banking institution in the local area. Instruct them to evaluate the institution's services according to the criteria on the checklist and to recommend what, if any, services they would utilize at that institution. Evaluate the response according to a master list of banking institutions in the area.

MISCELLANEOUS TASKS

Concept: Cleaning Bathrooms, Restrooms, and Shower Rooms

Performance Objective: Given cleaning equipment and supplies, clean and sanitize a bathroom, restroom, and shower room. This activity will be evaluated according to the criteria on the instructor's checklist.

Generalization: Cleaning and sanitization of bathrooms, restrooms, and shower rooms helps to prevent the growth and transferral of germs.

Competencies:

1. Identify equipment and supplies needed to clean bathrooms, restrooms, and shower rooms.
2. Understand the need for disinfecting bathrooms, restrooms, and shower rooms.
3. Read and follow manufacturers' directions for using disinfectants.
4. Clean and sanitize bathrooms, restrooms, and shower rooms.

Suggested Learning Activities:

1. Research and report on proper cleaning techniques for bathrooms, restrooms, and shower rooms.
2. Visit a local grocery store, discount store, hardware, or other business which sells cleaning supplies. List those supplies which could be used for cleaning bathrooms, restrooms, and shower rooms. Discuss in class.
3. Brainstorm the areas of a bathroom which must be cleaned. Discuss proper cleaning techniques for each of the following: tub; commode; sink; soap, and toothbrush holders; towel bars; medicine cabinet; linen storage areas; rubber bath mats; shower curtains, doors, and stalls; clothes hamper; mirrors; and counter tops.
4. Discuss which surfaces in a bathroom, restroom, and shower room should be disinfected and why.
5. Discuss the importance of keeping cleaning supplies out of the reach of young children.
6. Invite the school custodian to class to discuss public restroom cleaning.
7. Develop checklists for evaluating the cleanliness of bathrooms, restrooms, and shower rooms. If possible, use it to evaluate home and institutional bath-rest-and shower-rooms. Discuss evaluations in class.

Criterion-Referenced Measure: Give each student cleaning supplies and equipment. Instruct the students to clean a bathroom, shower room, and restroom. Evaluate the students' performance according to the criteria on the instructor-student-developed checklist for each room.

Concept: Heating/Cooling

Performance Objective: Given a heating or cooling system, and necessary equipment and supplies, clean the system according to the criteria on the instructor's checklist.

Generalization: Properly cleaned heating and cooling systems are more energy efficient.

Competencies:

1. Identify parts of heating/cooling units which can be cleaned and maintained by a lay person.
2. Identify cleaning supplies and equipment needed to clean heating/cooling systems.
3. Read and follow manufacturer's directions for cleaning heating/cooling systems.
4. Clean the following parts of heating/cooling systems:
    A. Fireplace and hearth
    B. Permanent filters on heaters and air conditioners
    C. Disposable filters on heaters and air conditioners
    D. Heat/air conditioning vents

Suggested Learning Activities:

1. Read maintenance manual's on heating and cooling systems. Discuss new terminology.
2. Listen to a presentation by a person from a heating/air-conditioning installation firm on energy efficiency of systems related to their cleanliness and operating. Discuss.
3. Go to a local hardware store and identify parts of heating/cooling systems which can be replaced by a lay person.
4. Identify filter locations in heating and cooling systems.
5. Interview a fireplace contractor and list recommended cleaning procedures for hearth, heat-a-laters, and flues.
6. Brainstorm and list advantages of having clean heating and cooling systems in a home or institution.
7. Identify and display equipment and supplies needed for keeping heating and cooling systems clean. Discuss purpose and use of each.
8. View demonstrations of cleaning heating and cooling systems. Make a checklist to evaluate system cleanliness and practice each process.

Criterion-Referenced Measure: Assign each student a heating or cooling system and give them the necessary equipment and supplies. Instruct the students to clean the system. Evaluate students' performance according to the criteria on the instructor-student developed checklist for each task. Rotate tasks and evaluate the students' performance of each.

Concept: Mold and Mildew

Performance Objective: Given a molded or mildewed surface and necessary supplies and equipment, remove all mold and mildew without damaging the original surface.

Generalization: Removing mold and mildew reduces surface damage.

Competencies:

1. Identify surfaces where mold and mildew may collect.
2. Assemble supplies and equipment needed to remove mold and mildew.
3. Follow safe procedures for removing mold and mildew.
4. Follow manufacturer's directions on commercial cleaners.
5. Clean surfaces of mold and mildew.

Suggested Learning Activities:

1. Read and discuss what mold and mildew is, why it grows, what damage it can do, how to remove it, and how to prevent it.
2. Read pamphlets or sheets on steps for removing mold and mildew from common surfaces on which it collects.
3. After reading, brainstorm and list supplies and equipment needed for mold and mildew removal.
4. Read manufacturer's directions on agents used to remove or prevent mold and mildew. Discuss new terms.
5. View demonstrations of mold and mildew removal from various surfaces. Make charts of step-by-step process for each type of surface. Practice removing mold and mildew.

Criterion-Referenced Measure: As surfaces collect mold or mildew assign the surface for cleaning to a student. Give the student the necessary equipment and supplies. Instruct the student to remove all mold and mildew without damaging the orignial surface.

Concept: Pest Control

Performance Objectives: Given a case study on insect or rodent infestation in residential or commercial buildings, state the problems and procedures for eliminating it. This activity will be evaluated according to the criteria on the instructor's checklist for pest control.

Generalization: Pest control procedures, performed on a regular basis, will inhibit infestation of pests in homes and institutional settings.

Competencies:

1. Identify types of insects and rodents which pose problems for residential and commercial buildings.
2. Explain techniques for the prevention and control of insects and rodents.
3. State safety factors involved when ridding residential and commercial buildings of insects and rodents.

Suggested Learning Activities:

1. Research and identify common rodents and insects found in homes and institutions.
2. Listen to a presentation by a commercial exterminator on extermination methods for homes and institutions.
3. Visit a lawn and garden shop, hardware, and grocery store. Make a list of all equipment and supplies which can be purchased at each to be used in pest control.
4. Listen to an extension agent discuss home methods of pest control. Discuss.
5. Make a display of equipment and supplies used for pest control in homes. Read manufacturers' directions and discuss safety factors. Practice using each item.
6. Write a small booklet on pest control and the safe use of pesticides. Distribute it in the community.

Criterion-Referenced Measure: Give each student a case study of insect or rodent infestation in a home or institutional setting. Instruct the students to state the problem and necessary corrective measures. Evaluate the students' response according to the criteria on the instructor-developed checklist.

Concept: Safety

Performance Objective: Given a case study of a task being performed in a home or institutional setting, list all safety precautions which are being violated and state corrections. Answers will be evaluated according to the list of the instructor for the case study assigned.

Generalization: Accidental mishaps can be reduced or prevented by following safe procedures.

Competencies:

1. Identify safety hazards found on the job in home and institutional settings.
2. State safety precautions for using equipment and supplies.
3. Explain what to do in case of fire.

Suggested Learning Activities:

1. Listen to a presentation of a representative from Workman's Compensation on the most common work accidents.
2. Research and discuss the most common home accidents.
3. Brainstorm and prepare checklists to identify possible safety hazards in homes and institutional settings. Using the checklists, evaluate one home and one institution for safety hazards. Discuss results in class.
4. Discuss the function and purpose of accident reports. Obtain copies of accident report forms from local firms. Discuss specific information to be obtained.
5. Listen to a presentation by the local fire chief on common causes of fires in homes and businesses. Discuss proper use of fire extinguishers.
6. Role play disregard for safety precautions in various situations such as plugging in and unplugging electrical appliances.
7. Work in small groups and develop posters or short radio spots for preventing accidents in the home and on the job.

Criterion-Referenced Measure: Give each student a case study of a home and institutional services employee performing a specific task. Instruct the students to list all safety precautions being violated and suggest a correct method for each. Evaluate the students' performance according to the criteria on an instructor-developed master list for each case study.

Concept: Saving Time and Energy

Performance Objective: Given a specific task and necessary equipment and supplies, perform the task in a way that will save the most time and energy. The performance will be evaluated according to the criteria on the instructor's checklist.

Generalization: Simplifying tasks related to home and institutional services helps to prevent fatigue and increases productivity.

Competencies:

1. Define the concept of work simplification.
2. Utilize proper body mechanics.
3. Use "motion economy".
4. Organize equipment and supplies to save time and energy.
5. Relate principles of work simplification to specific tasks.

Suggested Learning Activities:

1. Research and define the concept of work simplification.
2. Discuss the advantages of simplifying work.
3. Brainstorm and list ways in which work simplification principles can be applied to cleaning, caring for people, and preparing food. Prepare lists of rules to simplify tasks.
4. Discuss the concept of body mechanics. How does proper posture increase productivity? Develop posture which depict proper posture while performing specific tasks.
5. Working in small groups, choose one task of a home and institutional services employee. Analyze the way in which you now perform the task. Then using principles of work simplification, suggest ways to save time and energy while performing this same task. Develop checklists for evaluating whether or not work simplification principles are applied when performing the tasks.

Criterion-Referenced Measure: Give each student a case study of a person performing a task common to a home and institutional services employee. Instruct the students to evaluate the case studies and list ways in which time and energy might be saved through the use of work simplification principles. Evaluate the student's performance according to criteria on a checklist for each case study.

Concept: Storage Areas

Performance Objective: Given a storage area and necessary equipment and supplies, clean and organize the storage area according to the criteria on the instructor's checklist.

Generalization: Effective organization is related to optimal use of resources.

Competencies:

1. Identify storage areas found in homes and institutions.
2. List cleaning and storage supplies needed for storage areas.
3. Clean the following storage areas:
   A. Clothing
   B. Linen
   C. Cleaning supplies and equipment
4. Apply shelf paper.

Suggested Learning Activities:

1. Listen to a presentation by a housekeeping supervisor of a hotel/motel on equipment and supply storage areas. Discuss.
2. Brainstorm and identify storage areas found in a home.
3. Read and discuss the benefits of clean, organized storage areas.
4. List cleaning and storage supplies used to clean and organize storage areas. Discuss purpose and use of each.
5. Brainstorm reasons why clean, well-organized storage areas promote housekeeping efficiency.
6. Make a chart of tips to organize storage areas.
7. Construct a bulletin board of pictures of well-organized storage areas. Discuss methods of achieving such organization.
8. Develop a checklist for cleaning and organizing storage areas.
9. Practice cleaning and organizing storage areas.

Criterion-Referenced Measure: Assign each student a storage area and give them the necessary equipment and supplies. Instruct the students to clean and organize the storage area. Evaluate the student's performance of the task according to the criteria on the instructor-student developed checklist. Rotate tasks and evaluate the students' performance of each.

Concept: Telephone Usage

Performance Objective: Given telephone and necessary supplies, receive and deliver telephone messages without content error.

Generalization: The way in which telephone messages are received and delivered may influence the content of the communication.

Competencies:

1. Develop telephone courtesy.
2. Transfer calls when appropriate.
3. Record telephone messages in writing.
4. Deliver telephone messages promptly.

Suggested Learning Activities:

1. Research and report on telephone courtesy.
2. Listen to a presentation by a telephone company employee on correct usage of the telephone.
3. Discuss the importance of taking correct messages.
4. Brainstorm and list the factors involved when taking telephone messages.
5. Listen to a tape recording of a telephone conversation. Record the message of the caller. Discuss in class.

Criterion-Referenced Measure: Using a telephone prompter or a real telephone instruct the students to receive and deliver telephone messages. The message should be cordially taken, written, delivered promptly, and without content error.

Concept: Trash Containers

Performance Objective: Given trash containers and necessary equipment and supplies, empty and clean the containers removing all residue, stains, and odors from the outside and inside of the containers.

Generalization: Cleaning trash containers helps to reduce odor and prevent growth of germs and bacteria.

Competencies:

1. Identify trash container locations in homes and institutions.
2. List equipment and supplies needed to clean and disinfect trash containers.
3. Discuss the importance of disinfecting trash containers.
4. Clean trash containers.

Suggested Learning Activities:

1. Brainstorm common locations of trash containers in homes and institutions.
2. Discuss the importance of sanitizing trash containers.
3. Visit a local store and identify sanitizing agents which could be used for trash containers.
4. Make a picture display of types of trash containers, and supplies, and equipment used for cleaning them.
5. View demonstration of trash container cleaning. Develop a checklist for evaluating cleanliness. Discuss and revise.
6. Identify methods that might be used to line trash containers and why this is helpful.
7. Practice cleaning trash containers.

Criterion-Referenced Measure: Assign each student a trash container and provide the student with the necessary equipment and supplies for cleaning. Instruct the students to clean, disinfect and line the container. All residue, stains, and odors should be removed from inside and outside of the containers. Evaluate the students' performance according to the criteria on the instructor-student developed checklist.

Concept: Outside Areas

Performance Objective: Given an outside area and necessary supplies and equipment, clean the outside area removing all trash and debris from walks, patios, porches and other areas.

Generalization: Cleaning outside areas helps to make the environment pleasant and promotes safety.

Competencies:

1. Identify outside areas where cleaning is necessary.
2. List equipment and supplies needed for cleaning outside areas.
3. State special cleaning procedures for outside areas.
4. Clean the following outside areas:
    A. Walkways
    B. Patios
    C. Driveways
    D. Porches

Suggested Learning Activities:

1. Construct a bulletin board of clean and unclean outside areas of houses and other buildings. Discuss pictures in terms of appearance, safety, and sanitation.
2. Visit a lawn and garden supply shop. List equipment and supplies available to clean outside areas of houses and other buildings.
3. Brainstorm special cleaning procedures which can be used on outside areas of houses and other buildings.
4. Develop a checklist to evaluate cleanliness of outside areas. Practice cleaning outside areas.

Criterion-Referenced Measure: Assign each student an area outside the school building and provide them with the necessary equipment and supplies. Instruct the students to clean the area and evaluate their performance according to the instructor student developed checklist.

Concept: Plant Care

Performance Objective: Given a plant and necessary equipment and supplies, care for the plant. Plants should be pruned, watered, fertilized, and cleaned as recommended in a reliable plant care book.

Generalization: Indoor plants are affected by air temperature, relative humidity, artificial and natural lighting, and care.

Competencies:

1. Discuss psychological factor of indoor plants.
2. Identify common indoor plants.
3. Test plant soil for moisture.
4. Follow directions for caring for indoor plants.

Suggested Learning Activities:

1. Invite a florist to class to discuss common indoor plants for homes and institutions.
2. Go to the library and find books on indoor plants. Using the book(s) identify five common indoor plants and make a chart showing the amount of light, water, fertilizer, and temperature most appropriate for each. Discuss in class.
3. Discuss why indoor plants are becoming more popular. Survey students in the school to find our how many have a plant in their own room and the variety(s) of indoor plant(s) which they like the most.
4. Make a bulletin board of rooms in homes and institutions which are decorated with plants.
5. View a demonstration of the proper procedure for pruning, watering, and fertilizing plants. Practice.
6. Develop a checklist for identifying plant problems.
7. Develop a handbook on common plant problems and how to correct them.

Criterion-Referenced Measure: Give each student a plant and necessary equipment and supplies including a reliable plant care book. Instruct the students to care for the plant according to the directions in the plant care book. Evaluate the student's performance according to a checklist for healthy plant appearance.

APPENDIX A
COOPERATIVE EDUCATION

Cooperative Occupational Home Economics

For a number of years Virginia has had cooperative education programs in various vocational service areas. Home economics education is one of the disciplines that teach preparation for occupations through on-the-job training and in-school career-related instruction in a cooperative educational arrangement. Planned and coordinated instruction on-the-job and in-school is the essential element that distinguishes cooperative vocational education programs from regular school along with part-time employment. The second year program can be simulated in an operation within the occupational laboratory. The on-the-job training and in-school instruction should be integrated and mutually supportive of each student's career objective. Instructional content should evolve from the demands placed upon the student in the on-the-job setting.

Preparation of a written "training plan" is made by the teacher-coordinator with input from the on-the-job training supervisor. Behaviorally-stated instructional objectives should be written on the training plan. These instructional objectives are to be derived from the occupational competencies or tasks which the program graduate will be expected to perform. The training plan covers the period of employment while the student is out on the job. An example of a suggested training plan format is illustrated below.

INDIVIDUALIZED TRAINING PLAN Copy: ____

Name _____ Job Title _____

Firm _____ Training Sponsor _____

Student's Career Objective _____

EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASS-ROOM RELATED INSTRUCTION
Duty:				
1. Task	X			
a. step 1				
2. Task				

EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASS-ROOM RELATED INSTRUCTION
Duty:				
1. Task				

The portion of the training plan which concerns in-school "related" instruction may employ a range of teaching methods. Generally, it is recommended that at least part of the instruction be presented on an individualized basis. This insures that classroom instruction can be directly related to demands at the particular on-the-job training station where each student is employed.

An individual file should be maintained for each student containing student personal data forms, their respective work documents (i.e., social security numbers, work permits, health certificates, training agreements), training plans, written assignments, visitation and evaluation records, and monthly wage and hour reports. Additional teacher-coordinator responsibilities include the following:

-keep abreast of community labor supply and demand statistics;

-maintain up-to-date business survey data;

-conduct student recruitment and screening in cooperation with school guidance personnel;

-monitor program budget to provide necessary equipment, supplies, and travel monies;

-conduct community public relations activities;

-select and orient occupational advisory committee and prepare periodic meeting reports;

-confer with employers and visit students on-the-job;

-provide in-school related instruction;

-coordinate occupational youth organization chapter;

-maintain coordination log and post daily schedule;

-conduct job placement and one-and five-year follow-up studies of program graduates; and

-keep accurate state and local reports.

The concept of a partnership involving the teacher-coordinator, school, and the employer in an educational endeavor entailing specific responsibilities of the student is formalized by a "training agreement". The training agreement is developed prior to training station placement. The teacher-coordinator, student, training station sponsor, and the student's parents or guardian all should sign a training agreement.

The training agreement thereby serves as a tool to develop a clear understanding of each party's commitment in the cooperative educational arrangement. Each party should receive a file copy when the student is placed on-the-job. A sample training agreement format is illustrated below.

VIRGINIA COUNTY PUBLIC SCHOOLS
HOME ECONOMICS DEPARTMENT
COOPERATIVE WORK PROGRAMS
TRAINING AGREEMENT

Date_____

Firm_____

Address_____Phone_____
Street City State Zip

Student's Name_____Age_____

School_____Phone_____

Job Title_____Beginning Wage_____

Total Hours of Employment per Week _____

Immediate Supervisor_____Title_____

Beginning Date_____

COOPERATIVE TRAINING AGREEMENT

Program Policies

1. The purpose of the cooperative occupational education program is to provide planned, supervised on-the-job experiences corresponding to the occupational goals of the students.

2. While participating in the cooperative work experience program, the student-trainee will retain the status of student. No regular worker is to be displaced.

3. The student is expected to be enrolled in the cooperative related class in addition to the cooperative on-the-job experience. The student will receive two (2) credits toward graduation when he satisfactorily completes the cooperative education program.

4. The coordinator, with the assistance of the employer will determine objectives for training on the job.

5. The coordinator will visit the place of employment periodically to observe the progress of the student and to confer with the employer.

6. Grievances of the employer or student shall be discussed with the coordinator for consideration and adjustment.

7. The rate of pay for the student shall be within a reasonable range of compensation for a beginning employee in the same job. The scale of wage increases and job promotions shall approximate those available to regular emplyees.

8. The coordinator has the final responsibility for assigning the student's grade since the cooperative program is part of the school curriculum.

Student's Obligation to the School and the Employer

1. PUNCTUALITY - Work schedules are arranged by the employer and the student is expected to report at the given time. The student-trainee is expected to fulfill the time requirements of the job, regardless of school vacation periods.

2. ATTENDANCE - A student who is not in school on a given day is not expected to work on that day. In this situation, call your high school and notify your place of employment by 9:00 a.m. The student must submit a request for absence from the job, signed by the coordinator, to the employer in advance (at least one week) of any required school commitment that conflicts with working hours.

3. CONDUCT - Personal conduct while participating in the cooperative program shall be the responsibility of the student and shall comply with the policies established by the employer and the high school. Honesty is essential -- the student must perform honest effort for the employer.

4. POSITION - Once employed, the student is expected to remain with that employer throughout the school year. Any action taken by the student leading to job termination must have the coordinator's consent. Termination of the training experience by the student without the approval of the coordinator shall result in the forfeiture of credit for both the cooperative experience and the related class.

5. RECORDS - A record of working hours will be kept by the student and handed to the coordinator at the prescribed time each week.

6. ACADEMIC RESPONSIBILITIES - The student must maintain at least a "C" average.

7. WORKING PERMIT - A student who is a minor must secure a working permit prior to taking any job.

FAILURE to follow through on any of these points may result in REMOVAL from the COOPERATIVE PROGRAM, REPLACEMENT on the job, and/or LOSS OF CREDIT for the cooperative work experience as well as the related class.

The employing establishment involved agrees to place the Occupational Home Economics student on the above-named job for the purpose of assigning work which has instructional value and will assist the coordinator in evaluating the student's progress.

1. REQUIREMENTS - A work permit will be needed for each co-op student who is a minor. The assistance of the employer in checking this requirement is requested.

   The salary paid to the work-training student by the employer will be equal to that paid any beginning part-time employee.

   The work-training student will receive the same consideration given regular employees in relation to safety, health, company regulations, social security, and general working conditions.

   The employer agrees to provide a minimum average of 15 hours of employment per week. However, the maximum work week should not exceed 28 hours.

2. TRIAL PERIOD - A three-week trial or probationary period is allowed to provide opportunity for the student to show evidence of proficiency, aptitude, and suitable work attitudes. If the student meets the employment requirements, the Cooperative Training Agreement for both the employer and the student will be considered established.

3. POSITION - Once a student is accepted on regular status (trial period completed), no action may be taken to remove the student from the job without advance notice to the school coordinator.

4. STUDENT-TRAINEE PROGRESS REPORT - Each employer will complete this report for each co-op student at the end of each marking period. The appropriate forms will be furnished by the coordinator.

I agree to the statements listed above.

_____ _____

(Signature of Parent or Guardian) (date)

_____ _____

(Signature of Co-op Trainee) (date)

_____ _____

(Signature of Co-op Employer or Representative) (date)

GRADUATE
FOLLOW-UP QUESTINONAIRE

Name:_____

Job:_____

Employer:_____

Address of Employer:_____

Name of High School Wage-Earning Course Taken:_____

Date of Completion:_____

How do you feel about your job? Please check:
_____ Do you like it? _____ Do not like it? _____ Feel indifferent?

What does your job involve?_____

What do you like best about your job?_____

What do you like least about your job?_____

How did you get your present job?
___ By application _____ By examination

___ Through Employment Agency _____ Other method, explain:

___ By interview

What were your yearly earnings (before deductions)?_____

Are you paid by the hour?____yes ____no If yes, what is the hourly rate?___

Do you feel that your training in high school helped you insecuring your job? ___yes ___no

Do you feel that your training was a good investment? ____yes ___no
Definitely:_____

What problems have you encountered in your job that your training did not help you solve?_____

What problems have you encountered in your job that your training helped you solve?_____

What suggestions would you make for improving the training program to meet the requirements of the job?_____

APPENDIX B
HERO

HERO - A Vocational Youth Organization

HERO stands for Home Economics Related Occupations and is the title of the Vocational Youth Organization for students enrolled in occupational home economics courses.

Students who have shown an interest in the jobs and careers related to the profession of home economics may become members of HERO Chapters. Through a program of class learning, chapter activities, and job experiences these vocational students encounter jobs to compliment their desires, dreams, abilities, and personalities.

The vocational home economics areas to which these students aspire include: food management, production, and services; institution and home management; home furnishing, equipment, and services; and care and guidance of children and the elderly; and clothing services.

HERO Chapters are organized through the school at the local level. Chapter meetings are held during regularly scheduled class sessions enabling all students to participate. The vocational home economics teacher serves as advisor to the local chapter which is also affiliated with both a state and a national organization. HERO Chapter membership continues to grow and is rapidly becoming a strong voice for vocational home economics students.

For further information regarding the establishment of a local HERO Chapter in your school, contact your regional supervisor and/or Future Homemakers of America, National FHA/HERO Headquarters, 2010 Massachusetts Ave. N.W. Washkington, D. C. 20036. No vocational home economics program is complete without a HERO Chapter.

APPENDIX C
ADVISORY COMMITTEES

Community Occupational Advisory Committees

The Vocational Education Act of 1976, P. L. 94-482 makes it a requirement for eligibility for funds that local educational agencies utilize advisory committees. Lay advisory groups for occupational home economics provide the necessary bridge between the school and the community work environment. Support for stronger educational programs and job placement of program graduates is increased through effective interaction of occupational representatives and school personnel. The advisory committee is usually a formally organized group appointed by proper authority for a definite term.

PURPOSES OR FUNCTIONS:

Public Law 94-482 requires two functions of each local advisory committee.

1. To provide advice on current job needs, and

2. To provide advice on the relevancy of courses being offered by the local educational agency.

Additional responsibilities for consideration by the local advisory committee include the following:

- Review state curriculum guides and V-TEC Catalogs to select instructional emphasis pertinent to local needs;

- Identify community resources available for program utilization;

- Assist in student evaluation of competency;

- Evaluation of program effectiveness;

- Program support with school administration;

- Assist in curriculum revision.

To fulfill minimal functions, at least three meetings per year, as recommended.

Officers of the committee should include a chairperson, vice-chairperson, and a secretary. These committee officers should be elected at an organization meeting by the committee members. The occupational teacher may serve as secretary or at least provide support assistance by developing and/or reproducing meeting agendas and minutes and coordinating meeting notification. A group of five to nine members is considered desirable. The term of membership of members is usually limited to three years. For further information, refer to the State Publication, Ramey, Walter S., A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education, Richmond: Virginia Commonwealth Univ. and Virginia Department of Education, 1975

HOW TO MAKE AN AGENDA*

(Suggested Plan)

Before Meetings

1. Notify members at least one week in advance.
2. Agenda should be in their hands at least two days in advance of meeting.
3. Phone members of committee during afternoon of meeting to remind them of meeting. These people are busy and could forget.
4. Length of meeting should be limited to two hours if possible.

At Meetings:

1. Call to order by chair.
2. Secretary read minutes of last meeting.
3. Report of prescribed activities since last meeting.
4. Comments from Chief Administrator.
5. Comments from members of Advisory Committee.
6. Old business from last meeting.
7. New business and plan of action
8. Adjournment.

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*From Board of Vocational Education and Rehabilitation, Advisory Committees Organization and Use in Vocational and Technical Education, (Bulletin No. 7-470) Springfield: State of Illinois, Division of Vocational and Technical Education, n.d.

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